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ABSTRACT

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition for 1999 extends the pilot study results obtained in 1998. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary. The report contains the following sections: "Executive Summary"; "The 'Citizen in a Democracy' Competition"; "Data Collection Scoring Protocols" ("Surveys"); "Final Competition Scoring Protocol"; "Data Collection Procedures"; "Data Analysis" ("Student Responses"; "Teacher Responses"; "Student Scores on the final Protocol"; "Structural Analysis of the Student Responses"); "Results" ("Student in the Regional Competition"; "Teachers in the Regional Competition"; "Students in the Final Competition"; "Teachers in the Final Competition"; "The Scoring Protocol for the Final Competition"; "The Structural Analysis of the Student Responses"); and "The 'Citizen in a Democracy' Summary and Conclusions" ("Students at the Regional Level"; "Teachers at the Regional Level"; "Students at the Final Level"; "Teachers at the Final Level"; "The Scoring Protocol for the Final Competition"; "An Explanatory Structure for the 'Citizen in a Democracy'"). Contains 38 figures, 13 tables, and 3 references. Appendixes contain final competition program, regional competition protocol, survey instruments, final scores, regional teachers' comments, final students' comments, and photographs from the final competition. (BT)

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Cornett, Jeffrey W.
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SO 032 518

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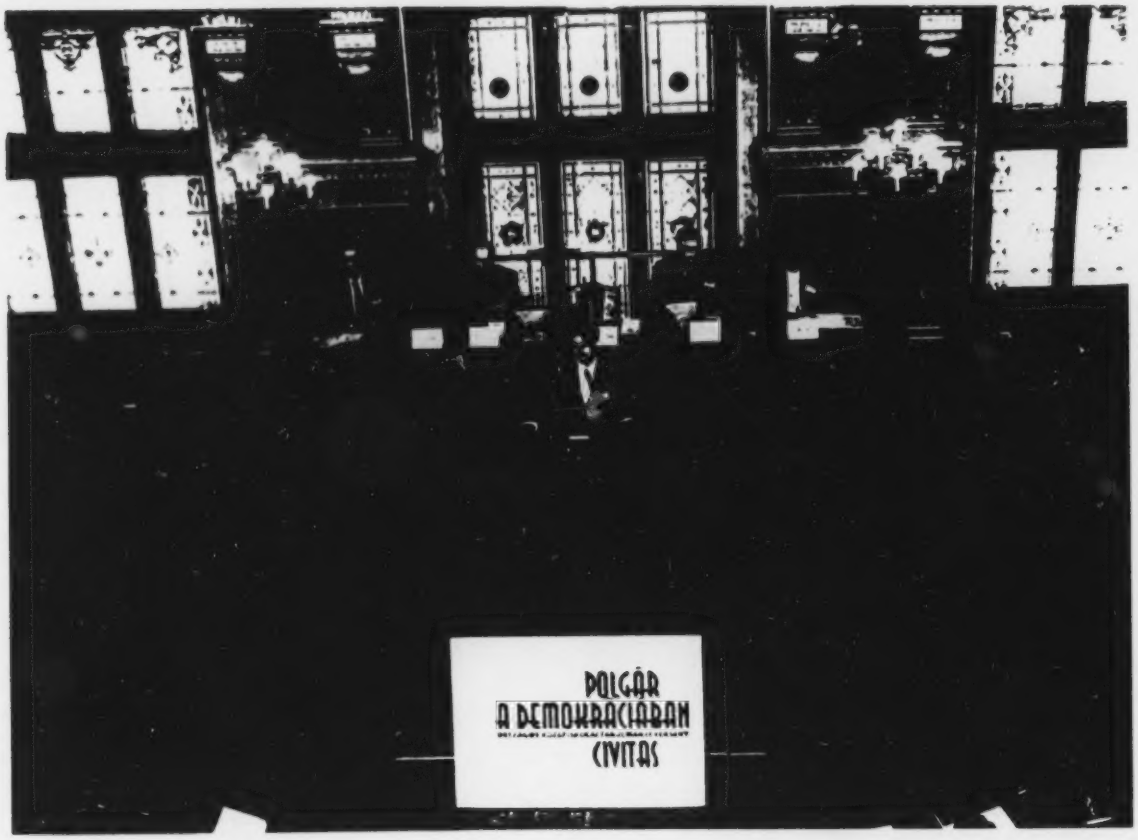
An Evaluation of "Citizen in a Democracy"

"POLGÁR A DEMOKRÁCIABÁN"



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University of Central Florida

Report Developed in Cooperation with

Florida Law Related Education Association, Inc.

Civitas Association Hungary

Presented to Annette Boyd Pitts and Ernest Abisellán

Florida Law Related Education Association, Inc.

July 31, 1999

Again…

For the innovative, thoughtful, and courageous Hungarian educators who are pioneering civic education in their new democracy, and for their leaders who have developed an outstanding vision to support that effort.

J.W.C., C.D.D., & P.D.M

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Executive Summary

The evaluation of the "Citizen in a Democracy" competition for 1999 extends the pilot study results obtained in 1998. The competition was expanded including eight regions representing 250 schools, 196 teachers, and 1,016 students throughout Hungary.

Results at the regional level indicated that students were virtually unanimous in believing that the competition increased their understanding of Hungarian democracy, improved their skills as effective citizens, and clarified their understanding of their rights and responsibilities. As a result of the competition, many indicated that they took a more active interest in politics and had a greater commitment to democracy and greater respect for others' points of view. Vocational/technical students rated the program higher than their gymnasium student counterparts, and they also felt they had gained a greater respect for others' points of view when compared with gymnasium students. Comparing results by region indicated that students from Szeged rated they competition significantly higher than contestants from Budapest. Comprehension of democratic principles and political participation emerged as two underlying traits when evaluating regional responses.

Students indicated that they shared their political awareness with their brothers and sisters showing that the competition is reaching many more students than those who participate directly. These results were mirrored by students at the final competition level.

Teachers at the regional and final level were positive regarding the "Citizen in a Democracy" competition. They felt they had a better understanding of and interest in democratic principles. They felt their students had a better understanding of and interest in democratic principles and were more aware of and active in political issues (as a result

of their increased knowledge). Teachers hoped to continue their involvement with the program.

Evaluation of the final competition results indicates that student comprehension of democratic principles is an excellent predictor of their political participation – as student knowledge of Hungarian democracy and disposition toward political principles increases, so does their political activism. There is clear evidence for positive effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary. Almost all who participate – students and teachers – wish to see the program expanded allowing CIVITAS to impact Hungarian society even further.

The "Citizen in a Democracy" Competition

The evaluation of the "Citizen in a Democracy" competition for 1999 extends the pilot study results obtained in 1998 and addresses some additional components not covered in the original study. The event remains a highlight for the CIVITAS program directing the attention of Hungarian citizens to students as they apply principles of democracy to the political decision making process. The event is covered extensively by the press and enjoys the support of prominent political, civic, and educational leaders in Hungary.

This year, the competition expanded from six to eight regions representing 250 schools, 196 teachers, and 1,016 students throughout Hungary. The program features several phases including regional qualification, regional finals, and a culminating national final competition. The event is modeled after the "We the People" program in the United States, but is evolving a distinct organization corresponding to the developing CIVITAS program. The final competition is challenging -- lasting approximately six hours (see Appendix A), requiring students, both individually and cooperatively, to demonstrate mastery of the following cognitive skills:

1. Knowledge of facts and information,
2. Concept formation,
3. Application of theories and principles,
4. Analysis of complex situations,
5. Synthesis of individual elements, and
6. Establishing and defending a civic position (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

The regional competitions are equally rigorous requiring that students demonstrate critical thinking and problem solving skills (see Appendix B). All competitions feature three underlying themes: constitutionalism, human rights, and political science.

Cornett, Dziuban, Moskal, & János (1998) concluded that the program requires that students demonstrate a wide range of behaviors including:

1. Cooperative learning,
2. Facilitative leadership,
3. Valuing divergent opinions,
4. Mediation of uncertain situations,
5. Conflict resolution,
6. Ability to confront,
7. Identifying interaction among problem elements, and
8. Identifying latent variables.

These activities reflect components associated with higher order thinking skills and authentic assessment.

Data Collection Protocols

Surveys

Student and teacher surveys were developed early in 1998 by the evaluators and the staffs of the CIVITAS and Florida Law Related Education programs. Responses to the instruments by students and teachers were collected during the 1998 final competition. Results of the data analysis satisfied all parties that the instruments provided information that was relevant in both formative and summative contexts. The complete results of the validity study may be found in Cornett, Dziuban, Moskal, & János (1998). The instruments are designed to index student and teacher perceptions in a rating scale format regarding:

1. Improved acquisition of knowledge and skills related to Hungarian democracy,
2. Changes in attitudes toward Hungarian democracy, and
3. Disposition toward political activism.

In addition, free response sections were provided allowing students to identify the impact of the "Citizen in a Democracy" on their personal, school, and family lives and they were asked to provide suggestions for improving the competition. Teachers responded to similar components. However, the teacher survey contained a section that asked them to record their perceptions of changes in their students' knowledge, attitudes, and behaviors. The instruments may be found in Appendix C.

Both the teacher and student survey forms required respondents to provide region, gender, and school type. An ethics protocol for each instrument informed the students and teachers that the only purpose for collecting these data was to improve the CIVITAS program and that anonymity would be maintained at all times. Additionally, a digital photographic record of the final competition was developed (see Appendix G).

Final Competition Scoring Protocol

The team scores of each section of the competition were provided to contestants and observers (see Appendix D). The range of total points as a measure of variability was 74.5 points, with the winner, Fazék scoring 381.7. The last place team, Sasok, received 307.2 points.

Data collection procedures

The results of the 1998-99 pilot study led the CIVITAS staff to expand the evaluation to the participants of the regional as well as the final competition. During the spring of 1999, Ernest Abisellán, Associate Director of Administration and International Affairs for the Florida Law Related Education Association, Inc., traveled to Hungary and administered the survey (with the assistance of the CIVITAS staff) at the regional locations. The CIVITAS staff completed the survey administration later in the spring. Usable data were obtained for 304 regional participants and 23 of their teachers. On April 27, 1999 the instruments were administered to students and teachers participating in the final competition at Budapest. This represented some redundancy because those students at the finals had completed the forms during their regional experience. To some extent, this was also the case for the teachers. The evaluators, CIVITAS, and Florida Law Related Education program staffs felt, however, that the regionals were clearly distinct events from the finals and that any redundancy in the data would more than be compensated for by obtaining responses for both competitions. Fifty-two students and ten teachers completed survey instruments at the finals. The free responses for all questions were translated by the CIVITAS Hungary staff and forwarded to Cornett, Dziuban, and Moskal.

The CIVITAS Hungary group provided the evaluators with the scoring protocol, and the numeric values for each team in the finals. The presentation of the results is organized according to the following design:

1. Students survey results from the regionals,
2. Teacher survey results from the regionals,
3. Student survey results from the finals,

4. Teachers survey results from the finals,
5. Relationships among the scoring categories of the final competition.

Data Analysis

Student Responses

The survey data for the regional and final competitions were analyzed with procedures that corresponded to those used in the 1999 pilot study -- with some extensions. The internal consistency reliability was determined for the student regional responses in their originally scaled format. Subsequently rating scale values were declassified into binary "agree and disagree" categories. Demographics regarding gender, region, and school type were determined and reported for the students in the regional competition. Proportions of students agreeing and disagreeing with the following areas (for both regional and final competitions) were determined:

1. Deeper understanding of Hungarian democracy,
2. Improved skills as effective citizens,
3. A more active interest in political issues,
4. Better understanding of my rights and responsibilities,
5. Increased commitment to democracy in Hungary, and
6. Greater respect for other points of view.

Differences in the proportions of males and females agreeing with each of the six questions were determined and tested for significance. The same analysis procedure was completed for classifications by school type and region. Those classifications that showed significant differences were submitted to segmentation analysis. Total scores for the regional

student responses were computed and the means tested for significant differences by gender, school type, and region.

The free student responses regarding positive effects on personal, family, and school life for regional and finals were content analyzed and classified into common components. The positive components were arrayed into contingency tables by region. Suggestions for improving the "Citizen in a Democracy" competition were determined through content analysis and rank ordered.

The originally scaled student regional responses for the six questions were analyzed with LISREL 8 using confirmatory factor analysis. Before this process was completed, however, the covariance matrix for the items was assessed using the Measure of Sampling Adequacy. The index, in the psychometric sense, helps investigators determine whether they have an adequate sample from some hypothesized domain. The pilot study results suggest a two or possibly three factor solution involving acquisition of understanding, knowledge, and skills; commitment to Hungarian democracy; and disposition toward political action.

The free responses for the students and teachers participating in the final competition were converted into a narrative matrix. Similar matrices were derived for the teachers' comments at the regional and final levels.

Teacher responses

The proportion of teachers agreeing and disagreeing with the following areas were determined:

1. I have a deeper understanding of Hungarian democracy,
2. The program stimulated my interest in Hungarian democracy,
3. I have a more active interest in political issues,

4 My students better understand Hungarian democracy.

5 My students have a greater interest in Hungarian democracy.

6 My students are more aware of political issues.

7 My students demonstrated a more active interest in political issues. and

8 I would like to participate in the program again.

Student scores on the final protocol

The students participating in the final competition were scored in seven areas:

1. Preliminary exercise.
2. Written test.
3. Oral quiz 1.
4. Group debate.
5. Election campaign.
6. Election campaign — written portion. and
7. Oral quiz 2.

Initially the competition activities embedded in the protocol were classified according to the taxonomy devised and validated by Biggs & Collis (1982) — The Structure of Learned Outcomes (SOLO). The levels of the SOLO taxonomy reprinted from the pilot study report (Cornett. Dziuban. Moskal. & János. 1998) and may be found in Table 1. Correlation coefficients among the final competition scores were computed. Correlations of the sub scale scores were determined and squared so that the total scores variance attributable to individual sub scores on the protocol might be determined. Selected combinations of protocol components were regressed on the total score to determine which components best contributed to the final outcome.

Table 1. THE STRUCTURE OF THE OBSERVED LEARNING OUTCOME (SOLO)

PRESTRUCTURAL: Represents inability of students to engage in the problem situation – largely because they are unable to grasp the context of the exercise. They possess minimal skills for distinguishing among relevant and irrelevant facts, often reaching closure prematurely. Students at this level become easily frustrated resorting to guessing behavior. Unfortunately, guessing frustrates them even further because of their inability to identify cues from the problem space.

UNISTRUCTURAL: This stage represents one dimensional concrete problem solving. Students require linear correspondence between problem elements and the solution, often resorting to memorizing facts. The ability to transfer knowledge is difficult because concept formation is absent. Processing multiple elements proves difficult at this stage. Accordingly, construct-based problems are attacked as a series of single, mutually independent transformations bypassing the deductive process.

MULTISTRUCTURAL: Students process several problem elements arriving at a singular solution. This stage, however, still represents a series of individual closures combined with linear models. Solutions are constrained by the diseconomy of scale associated with increasing individual elements. This stage, however, represents the beginning of multiple task problems.

RELATIONAL: Students recognize interactions among individual elements of the problem space. Singular solutions are still derived although based on recognizing element "A" and "B" plus the reciprocal effect they have on each other. For the purpose of problem solving, a third variable is created which is some function of the originals. The student expands the problem to accommodate a solution outside of the initial context. Previous experience makes individuals episodic and strategic, enabling them to distinguish relevant facts and decide on a plan of action.

EXTENDED ABSTRACT: Students combine observed elements into hypothetical constructs or latent dimensions. This process leads to multiple solutions, all of which are reasonable or at least defensible. Insight and intuition help students realize that additional information is required, information which must be hypothesized or deduced. Metacognition is abandoned and replaced by frequent incremental modification of the solution process. The student functions well with lack of closure and is comfortable manipulating multiple abstract systems and observed elements.

LATENT STRUCTURE MEDIATION (PYLE-DZIUBAN EXTENSION): At this final level, all observable data elements are transformed into latent dimensions that are manipulated at the abstract or symbolic level. The number of dimensions identified (dimensionality of the system) become the basis of a solution combined with the interactions among them. These experts integrate themselves with the solutions they are seeking (i.e., they enter the system exhibiting a seamless and fluid rigor. They think in latent systems attending to the hypothetical interactions knowing that empirical verification is possible, but not necessary. Often, the latent dimensions are transformed into reduced system that is a function of the original components. Students at this level are comfortable with concepts such as archetypal form, producing multiple solutions in an open set.

Structural analysis of the student responses

The final phase of the study involved a structural analysis of the Likert scale responses of the students participating in the regional competition. This is an attempt to address the question of student attitude change that results from preparing for and participating in the competition. When the factors and degree of fit were derived with the confirmatory factor analysis, a structural equation model was hypothesized and tested with LISREL 8. The model was suggested in the pilot study -- as students gain understanding of the principles of democracy and feel increasingly skilled as effective citizens they become more disposed to integrating other points of view into their thinking and take a more active interest in political issues.

The reader is cautioned that both the factor and structural models were built on the students' responses regarding their perceptions of their own change.

Results

Students in the regional competition

The demographics of the 304 responding students who participated in the regional competition are presented in Table 2. Fifty-two percent of the competitors were male and 48% were female -- an approximately even split. Responding students represented eight regions of the country with Székesfehérvár exhibiting a low of 10% and Szombathly a high of 16%. Seventy-six percent represented gymnasiums while 24% were from vocational/technical schools.

Table 2. Demographics for the student regional responses*

Gender		
	N	**Percent**
Male	157	52%
Female	147	48%
Region		
	N	**Percent**
Székesfehérvár	30	10%
Györ	40	13%
Szombathely	47	16%
Pécs	42	14%
Szeged	36	12%
Debrecen	35	11%
Miskolc	37	12%
Budapest	37	12%
School		
	N	**Percent**
Gymnasium	230	76%
Voc/Tech	74	24%

*percentages rounded

Student responses to six questions on the survey instrument are presented in Figures 1-6. Ninety-nine percent of the students felt that they had acquired a deeper understanding of Hungarian democracy while 96% felt that the competition improved their skills for functioning as an effective citizen. Ninety-five percent of the competitors indicated they had a better understanding of their rights and responsibilities while 77% reported increased their commitment to democracy. Eighty-six percent of those participating in the regional program

indicated that their active interest in politics had increased, and 72% felt that they had developed a greater respect for other points of view.

Figure 1. Percentage of students who felt they had a deeper understanding of Hungarian democracy. N=304, percentages rounded.

Figure 2. Percentage of students who felt they improved their skills as effective citizens. N=304, percentages rounded.

Figure 3. Percentage of students who felt they had a better understanding of their rights and responsibilities. N=304, percentages rounded.

Figure 4. Percentage of students who felt they had an increased commitment to democracy. N=304, percentages rounded.

Figure 5. Percentage of students who felt they had taken a more active interest in politics. N=304, percentages rounded.

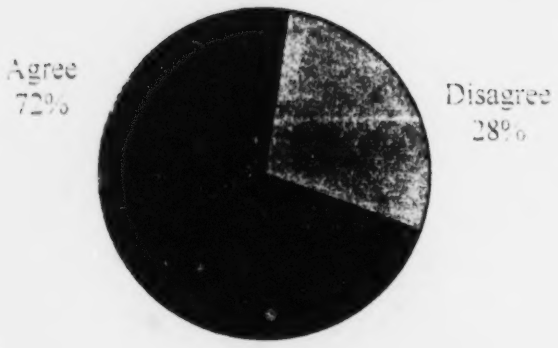

Figure 6. Percentage of students who felt they had a greater respect for other points of view. N=304, percentages rounded.

Percentages of males and females agreeing with the six components on the questionnaire are presented in Table 3. None of the differences were significant.

Table 3. Analysis of the gender differences for the student regional responses. Percentages rounded.

	Male (N=157)	**Female (N=147)**	**Sig.**
Deeper understanding of Hungarian democracy	99%	99%	.95
Increased skills as an effective citizen	99%	99%	.45
More active interest in politics	81%	84%	.63
Better understanding of my rights and responsibilities	94%	97%	.49
Increased commitment to democracy	75%	78%	.62
Greater respect for other points of view	70%	74%	.59

Percentages of gymnasium and vocational/technical students agreeing with the six components of the questionnaire are presented in Table 4. One difference was highly

significant and two others exhibited exact probabilities less than .10. Eighty-five percent of the vocational/technical students indicated that they developed a greater respect for other points of view when while those students who attended gymnasiums agreed 67% of the time (p=.00). Vocational/technical students (88%) were committed to a more active interest in Hungarian politics than were their gymnasium counterparts (80%), (p=.08). Similarly the vocational/technical students (84%) indicated a stronger commitment to Hungarian democracy than their gymnasium peers (74%), (p=. 09). For all questions the responses of the vocational/technical students were more favorable than those attending gymnasiums. In general, however, responses were high ranging from a low of 67% in the gymnasiums for "respecting other points of view" to 100% in the vocational/technical schools for "achieving a better understanding of Hungarian democracy."

Table 4. Analysis of the school differences for the student regional responses. Percentages rounded.

	Gymnasium (N=230)	**Voc/Tech (N=74)**	**Sig.**
Deeper understanding of Hungarian democracy	99%	100	.76
Increased skills as an effective citizen	96%	97%	.73
More active interest in politics	80%	88%	.08
Better understanding of my rights and responsibilities	95%	97%	.56
Increased commitment to democracy	74%	84%	.09
Greater respect for other points of view	67%	85%	.00

Figure 7 depicts the results of a segmentation analysis using "respect other points of view" as the outcome measure and school region and gender as segment variables. "Valuing differing points of view" was the question that appeared to show the greatest differences across the three segment variables. From Figure 7 the reader will find that 218 or 72% of the 304 regional students indicated that they "developed a greater respect for other points of view." However, when the segmentation analysis was completed only the vocational/technical vs. gymnasium categories proved significant. There were no significant differences between males and females, or across regions for this question.

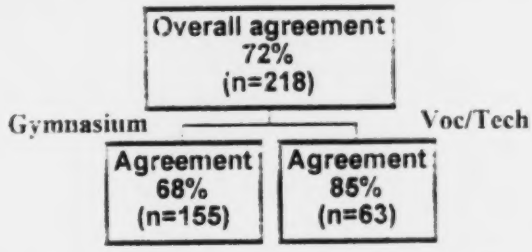

Figure 7. Segmentation analysis of "respect other points of view" (school, region, gender). p=.0032, percentages rounded.

The proportions of students agreeing with the six questionnaire statements by region are presented in Table 5. Two questions produced a significant difference and one showed a probability of less than .10. Once again, "gaining a greater respect for other points of view" exhibited a significant difference (p=. 00). Two regions, Pécs and Budapest showed agreement rates of 55% and 57%, respectively, while Debrecen showed a high value of 87% agreement. The notion of "better understanding of rights and responsibilities," although showing consistently high levels of agreement, produced a significant difference among the regions (p=.00). Budapest (83%) exhibited the lowest rate of consensus and Szeged, Debrecen, and Miskolc were at 100% agreement. The third question, "becoming more

actively interested in politics" produced a probability of .09 with Budapest (70%) showing the lowest value and Szeged (89%) and Miskolc (92%) showing the strongest positive attitude.

Table 5. Percentage of students agreeing with survey items by region. Percentages rounded.

	Székesfehérvár	Győr	Szombathely	Pécs	Szeged	Debrecen	Miskolc	Budapest	Sig
Deeper understanding of Hungarian democracy	100%	98%	100%	98%	100%	100%	100%	97%	.82
Increased skills as an effective citizen	97%	100%	96%	95%	94%	100%	97%	89%	.21
More active interest in politics	77%	85%	75%	86%	89%	89%	92%	70%	.09
Better understanding of my rights and responsibilities	93%	95%	96%	95%	100%	100%	100%	83%	.02
Increased commitment to democracy	73%	85%	78%	62%	86%	83%	76%	70%	.17
Greater respect for other points of view	83%	83%	70%	55%	75%	87%	68%	57%	.00

The internal consistency analysis of the six items on the student questionnaire yielded a value of .62 placing it in the moderate range. Accordingly, the originally scaled items were summed producing a total score for the regional students. An analysis of those total scores by demographics is presented in Table 6. The mean scores for males (mean = 19.2), females (mean = 19.3), gymnasium (mean = 19.2) and vocational/technical (mean = 19.4) were essentially identical yielding no significant differences by gender or school type. The comparison for the regions, however, produced a significant result (p=.009). Post hoc pairwise comparisons showed that Szeged with a mean of 20.1 was significantly higher than Budapest (mean = 18.4, p=.021). The box plots for the regional 10^{th}, 25^{th}, 50^{th}, 75^{th}, and 90^{th} percentile points are presented in Figure 8.

Table 6. Analysis of total score differences for gender, school, and region*

	Gender		
	Mean	**S.D.**	**Sig.**
Male	19.2	2.4	.66
Female	19.3	2.1	
	Region		
	Mean	**S.D.**	**Sig.**
Székesfehérvár	19.3	2.5	.009
Györ	19.8	2.2	
Szombathely	18.8	2.2	
Pécs	18.9	2.5	
Szeged	20.1	2.0	
Debrecen	19.8	2.0	
Miskolc	19.2	2.0	
Budapest	18.4	2.6	
	School		
	Mean	**S.D.**	**Sig.**
Gymnasium	19.2	2.4	.51
Voc/Tech	19.4	2.0	

*One pairwise comparison was significant: Szeged(20.1) and Budapest (18.4); p=.021.

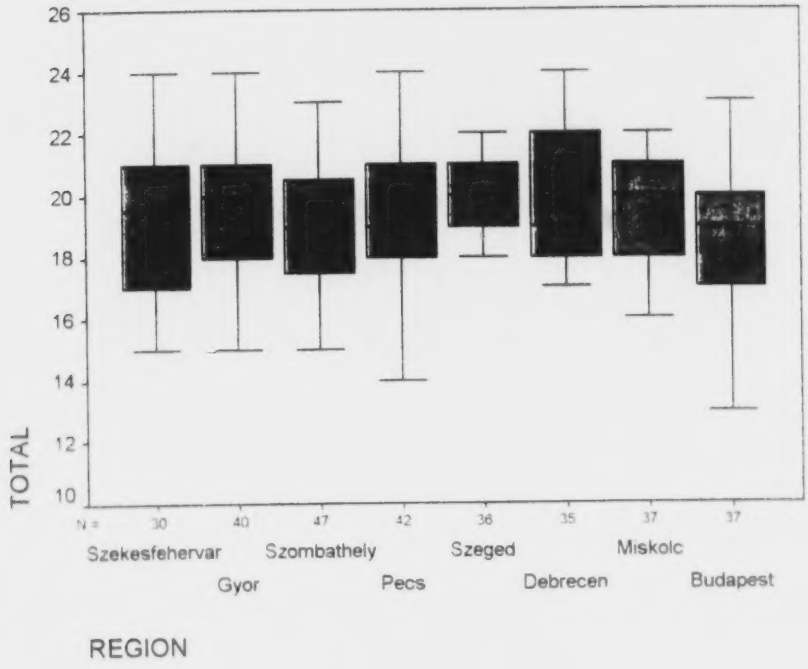

Figure 8. Overall rating of "Citizen in a Democracy" competition by regions (regional competition).

The measure of sampling adequacy (MSA) and the confirmatory path model for regional student responses to the rating scale questions are presented in Figure 9. The MSA value of .72 indicated an acceptable level of domain sampling. A two factor solution provided an excellent fit to the data (p=.85) with the factors being 1) comprehension of democratic principles, and 2) political participation.

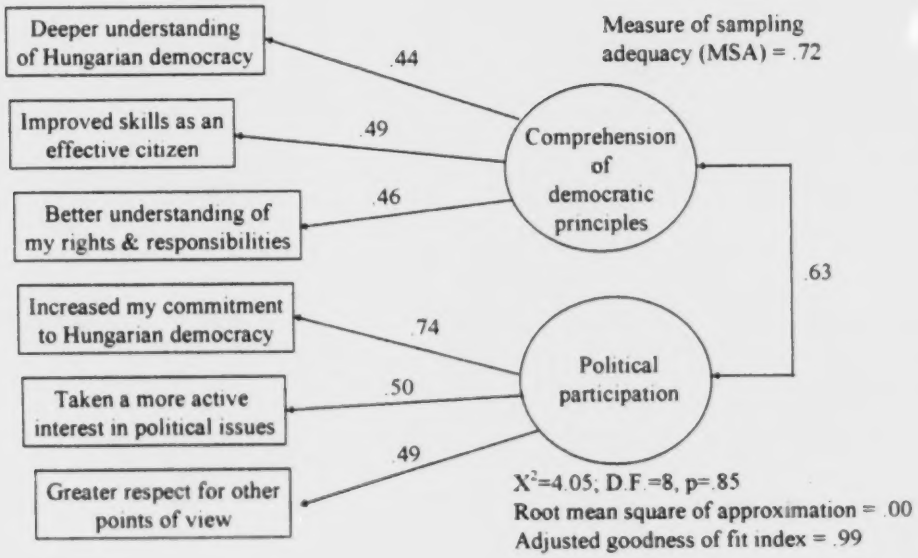
Deeper understanding of Hungarian democracy
Improved skills as an effective citizen
Better understanding of my rights & responsibilities
Increased my commitment to Hungarian democracy
Taken a more active interest in political issues
Greater respect for other points of view
.44
.49
.46
.74
.50
.49
Comprehension of democratic principles
Political participation
.63
Measure of sampling adequacy (MSA) = .72
X²=4.05; D.F.=8, p=.85
Root mean square of approximation = .00
Adjusted goodness of fit index = .99

Figure 9. Confirmatory factor model for the students participating in the regional competitions.

The first factor was composed of "understanding Hungarian democracy," "improving skills as an effective citizen," and "gaining a better understanding of rights and responsibilities," and reflects students' perceptions that the competition impacts their understanding of democracy. The second factor was composed of "increased commitment to democracy," "taking a more active interest in political issues," and "greater respect for other points of view," and shows that the perception of becoming actively involved in the political process is an important component of "Citizen in a Democracy." The two factors were moderately correlated (r=.63).

Figures 10 through 12 present the results of the content analysis of regional student responses regarding positive effects of the "Citizen in a Democracy" competition on their personal, family, and school lives. Figure 10 shows three primary outcomes. The first effect was also the strongest with 83% of the participants reporting "increased knowledge, experience, and interest in politics and human rights." Ten percent reported

they had "gained awareness, respect, and responsibility," and 7% of the participants reported "improved public speaking skills." Figure 11 shows the positive effects on family life. The most often cited positive effect was "increased political discussions within the family" reported by 51% of the participants. The next most often cited benefit (24%) was that participants instructed their brothers and sisters in democratic principles. Others mentioned were that their families were proud of their participation (14%) and their families also had an increased interest in politics (11%). Figure 12 contains the positive effects on school life for the regional competitors. The most often cited effect was an increased knowledge and appreciation of student rights (50%). Also mentioned often (25%) was the fact that participation in the "Citizen in a Democracy" competition improved their performance in other classes. Students also indicated as positives missing school (8%), teaching their classmates (7%), increasing teacher recognition (6%), and establishing better relationships with their classmates (4%).

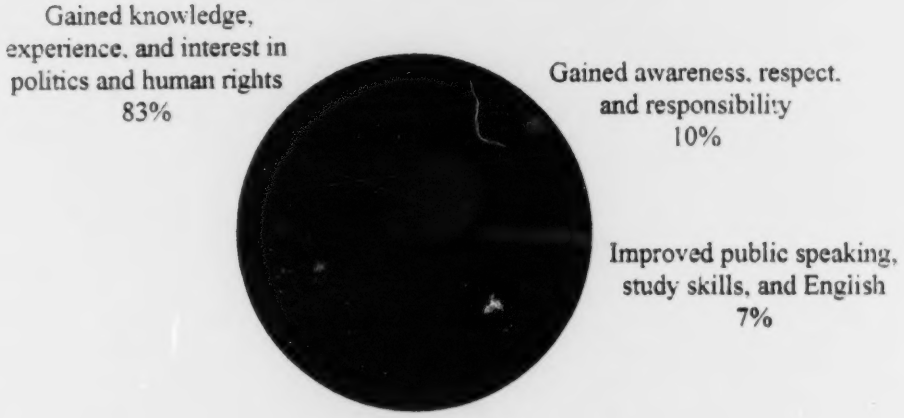
Gained knowledge, experience, and interest in politics and human rights 83%
Gained awareness, respect, and responsibility 10%
Improved public speaking, study skills, and English 7%

Figure 10. Positive effects of "Citizen in a Democracy" on participants' personal lives. Percentages rounded, N=278.

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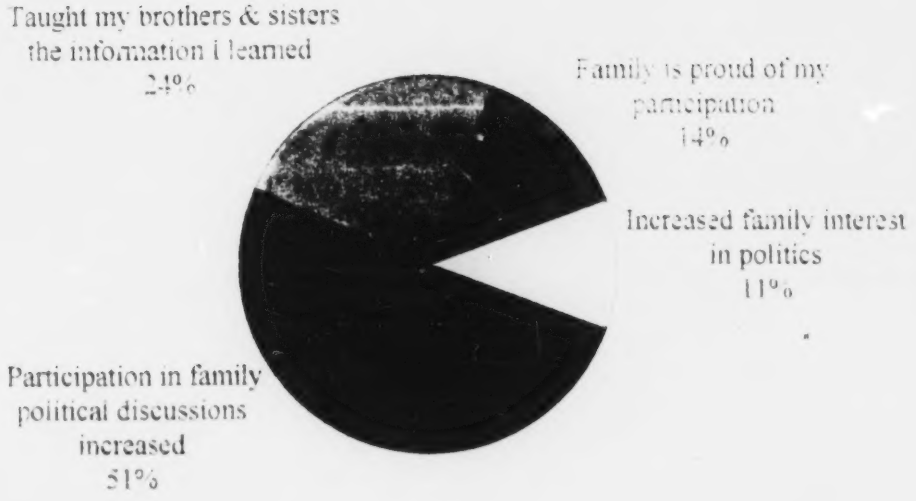

Figure 11. Positive effects of "Citizen in a Democracy" on participants' family lives. Percentages rounded, N=122.

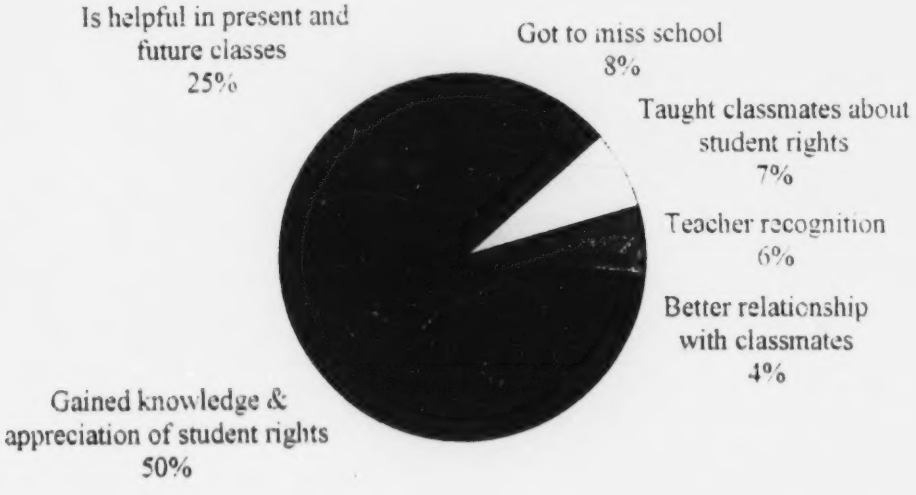

Figure 12. Positive effects of "Citizen in a Democracy" on school life. Percentages rounded, N=122.

The comparison of positive effect of the competition on personal, family, and school life when contrasted by region is presented in Tables 6-8. Considering personal

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life (Table 6), all regions responded that "Citizen in a Democracy" expanded their knowledge and experience. Five regions felt that they had gained awareness and respect and four indicated that their public speaking and English skills had improved. Table 7 shows that the regions were unanimous in their feeling that political discussions in the family had increased. There was 88% agreement (six in total) across the regions that teaching siblings was a positive effect. Four regions indicated increased family pride and four indicated increased interest in the political process. Table 8 shows the positive effects of the competition on school life. There was unanimous agreement on increased knowledge of human rights and that the competition improved their studies in other classes. Four regions (50%) mentioned that they enjoyed missing school and five indicated that they taught their classmates. Four regions indicated that they experienced a sense of increased teacher recognition resulting from their participation in the competition.

Table 6. Positive effects of "Citizen in a Democracy" on student personal life by region.

	Szekesfehervar	Gyor	Szombathely	Pecs	Szeged	Debrecen	Miskolc	Budapest	Agreement
Knowledge & experience	•	•	•	•	•	•	•	•	100%
Awareness & respect	•				•	•	•	•	63%
Public speaking and English	•	•	•	•					50%
Motivated to study				•					13%
Learn English		•							13%
Improved personal skills		•							13%

Table 7. Positive effects of "Citizen in a Democracy" on student family life by region.

	Szekesfehervar	Gyor	Szombathely	Pecs	Szeged	Debrecen	Miskolc	Budapest	Agreement
Political discussion increased	•	•	•	•	•	•	•	•	100%
Taught my brothers & sisters	•	•	•		•	•	•	•	88%
Family proud	•	•	•	•					50%
Inreased family interest	•	•	•	•					50%

Table 8. Positive effects of "Citizen in a Democracy" on student school life by region.

	Szekesfehervar	Gyor	Szombathely	Pecs	Szeged	Debreceen	Miskole	Budapest	Agreement
Knowledge & appreciation in student rights	•	•	•	•	•	•	•	•	100%
Helpful in classes	•	•	•	•	•	•	•	•	100%
Got to miss school		•	•	•				•	50%
Taught classmates		•			•	•	•	•	63%
Teacher recognition	•	•	•	•					50%
Relate better to class	•			•					25%
Increase reputation		•			•				13%
Applied my rights in school							•		13%

Table 9 contains a prioritization of the regional students' suggestions for improving the "Citizen in a Democracy" competition. The single largest suggestion (46%) was to increase the number of oral and written exercises. Thirteen percent of the respondents indicate that no improvements were needed. Ten percent of the students felt that more time and information should be given for preparation for the competition. Seven percent of the competitors indicated that other levels of education should be included. Other suggestions included "points should be awarded toward university examinations" (6%), "competition should get more publicity" (6%), "more students should participate" (6%), and "competition should be shorter" (6%). Other suggestions that were mentioned at least twice include:

- More questions based on required literature,
- High ranking guests should be invited to participate,
- Better organization,
- Competition should be international,
- Develop web page,
- Teams should be equal in power and knowledge,
- Finals and semi-finals should not be given in one six hour day,
- Better atmosphere among organizers,
- More emphasis on situational exercises,
- Better access to required literature,
- Points should be revealed after each exercise, and
- Teams should cooperate rather than compete.

Table 9. Participants' recommendations to improve the program next year.

	Percent
More written and oral exercises should be given	46%
No improvements needed	13%
More time & information should be given on how to prepare for the competition	10%
Competition should include other levels of education	7%
Points should be validated toward university entrance exams	6%
Competition should get more publicity	6%
More students should participate	6%
Competition should be shorter	6%

Teachers in the regional competition

Twenty-three teachers who participated in the regional competitions with their students completed usable questionnaires. The results of their responses to the components of the "Citizen in a Democracy " competition are presented in Figures 13 through 20. The teachers were unanimous in concluding that the program increased their understanding of Hungarian democracy and 91% felt that they had increased their interest in democratic principles. Sixty-four percent of the instructors indicated that they had taken a more active interest in politics, and 100% indicated that their students had gained a better understanding of democracy in Hungary. The teachers felt that their students had developed a greater interest in Hungarian democracy (91%) and 96% percent indicated that their students were more aware of political issues. Ninety-six percent of the regional

teachers felt that their students demonstrated a more active interest in political issues and 96% of them who participated in the program this year would like to continue their involvement in the future.

Figure 13. Teachers reporting a deeper understanding of Hungarian democracy. Percentages rounded, N=23.

Figure 14. Teachers reporting a stimulated interest in Hungarian democracy. Percentages rounded, N=23.

Figure 15. Teachers reporting a more active interest in Political issues. Percentages rounded. N=23.

Figure 16. Teachers reporting their students had a better understanding of Hungarian democracy. Percentages rounded. N=23.

Figure 17. Teachers reporting their students have a greater interest in Hungarian democracy. Percentages rounded, N=23.

Figure 18. Teachers reporting their students are more aware of political issues. Percentages rounded, N=23.

Figure 19. Teachers reporting their students demonstrated a more active interest in political issues. Percentages rounded, N=23.

Figure 20. Teachers who would like to participate in the program again. Percentages rounded, N=23.

The narrative matrix for the regional teachers' free responses to several questions on the survey instrument is provided in the Appendix E. At the personal level teachers felt that they:

1. Gained interest in and knowledge of politics and human rights,

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2. Interacted with bright students,
3. Were better able to accept the opinions of others, and
4. Spent more time on their furthering their professional education.

At the family level, teachers saw a negative because they were able to spend less time with their families but saw increased political interest and debate at home. Several issues were cited which impacted their lives at school. They felt that:

1. The schools were very supportive,
2. Colleagues turned to them with civic and political questions,
3. Their teaching was improved because they became involved with the "Citizen in a Democracy" competition,
4. They were able to activate and broaden their students' knowledge,
5. Their schools were much more colorful and interesting because of the competition, and
6. Relationships between the schools and Civitas were improved.

When asked how the program could be improved the regional teachers had several suggestions:

1. The required material should be high school level but not more advanced,
2. The competitions should be recognized as a "National High School Academic Competition,"
3. The winners should be accepted at the university,
4. There should be summer camps for students so that they may increase their knowledge and interest,

5. More emphasis should be place on enforcing students' rights in schools, and
6. Resource materials should be provided for the families,

When asked about additional resources that were needed, the regional teachers offered several suggestions:

1. Schools should be better supported,
2. More and less expensive literature should be provided,
3. Teachers should be trained further,
4. Tests and exercises should be used for the school level competitions,
5. Add more resources for preparation,
6. Provide better organization for teacher training,
7. Provide a more precise definition of the tests and exercises that will be used in the competition,
8. Avoid assigning rare literature,
9. Provide the exercises from the previous year, and
10. Design the exercises to be more practical.

Students in the final competition

Summaries of agreement levels for the six questions by the 52 students participating in the final competition are presented in Figures 21 through 26. Ninety-seven percent of those responding indicated that had gained a deeper understanding of Hungarian democracy and 94% of the students felt that they had improved their skills as an effective citizen. Ninety-four percent of the respondents felt better informed regarding their rights and responsibilities while 71% of them indicated that they had taken a more

active interest in politics. Sixty-five percent of the final competitors felt that had increased their commitment to democracy and 60% indicated that they had gained a greater respect for other points of view.

Figure 21. Students who felt they had a deeper understanding of democracy. Percentages rounded, N=52.

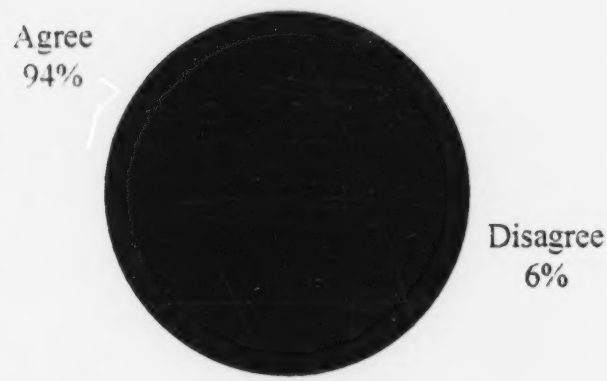

Figure 22. Students who felt they had improved their skills as an effective citizen. Percentages rounded, N=52.

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Figure 23. Students who felt they had a better understanding of their rights and responsibilities. Percentages rounded. N=52.

Figure 24. Students who felt they had taken a more active interest in politics. Percentages rounded, N=52.

Figure 25. Students who felt they had increased their commitment to democracy. Percentages rounded, N=52.

Figure 26. Students who felt they had a greater respect for other points of view. Percentages rounded, N=52.

Figures 27 through 29 contain the results of the content analysis of the student responses regarding the "Citizen in a Democracy" competition with respect to impact on personal, family, and school life. The data in Figure 27 shows that the strongest impact on the personal lives of the students (76%) was an increased interest in and knowledge of politics and human rights (72%). Sixteen percent of the finalists felt that their

personalities had been strengthened and 6% of them felt that their public speaking skills had improved. Six percent of the finalists indicated that they had gained a greater respect for political leaders. Figure 28 contains a summary of the impact of the competition on family life and shows a much more even distribution. Thirty-three percent of the students indicated that their families had become more interested in politics because they were participants in "Citizen in a Democracy." Twenty-two percent of the finalists said that their families were proud of their activities and the same percentage (22%) felt that family discussion of political issue had increased. Twelve percent of the finalists said they instructed their siblings and 11% of them indicated they had gained a greater respect for family opinions. Figure 29 contains the results of the analysis of the responses regarding the impact of the program on the students' school lives. That distribution was also reasonably even. Twenty-three percent of the students indicated that they had gained an increased knowledge of and appreciation for student rights. Twenty-three percent said that preparing for and participating in the competition strengthened their performance in other academic classes. Similarly, 23% of the finalists felt that they had gained greater respect in their schools and 19% indicated that they enjoyed better interaction with their classmates. Twelve-percent of them were glad to get a chance to miss school.

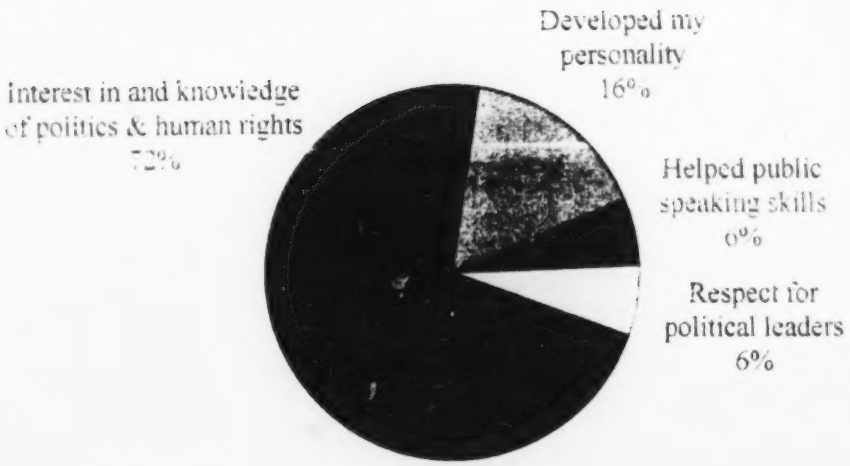
Developed my personality 16%
Interest in and knowledge of politics & human rights 72%
Helped public speaking skills 6%
Respect for political leaders 6%

Figure 27. Positive effects on students' personal lives, N=52.

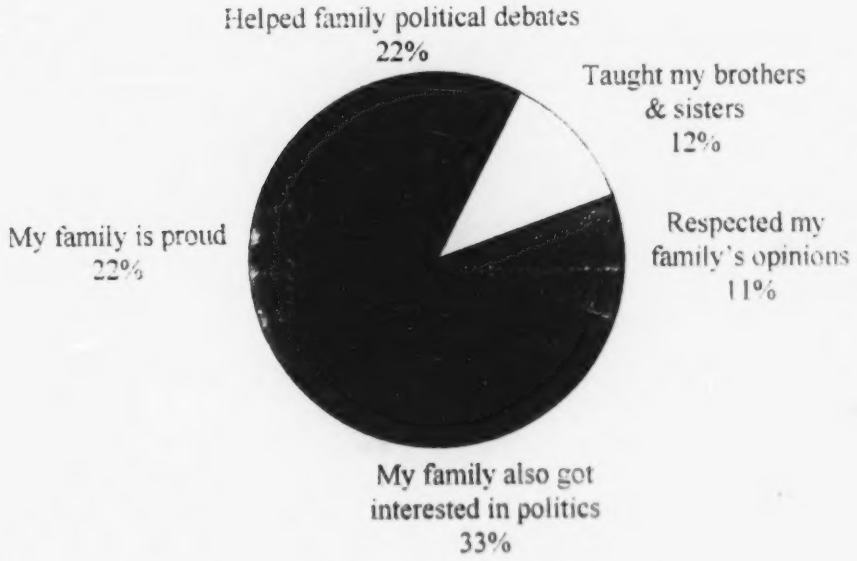
Helped family political debates 22%
Taught my brothers & sisters 12%
My family is proud 22%
Respected my family's opinions 11%
My family also got interested in politics 33%

Figure 28. Positive effects on students' family lives, N=52.

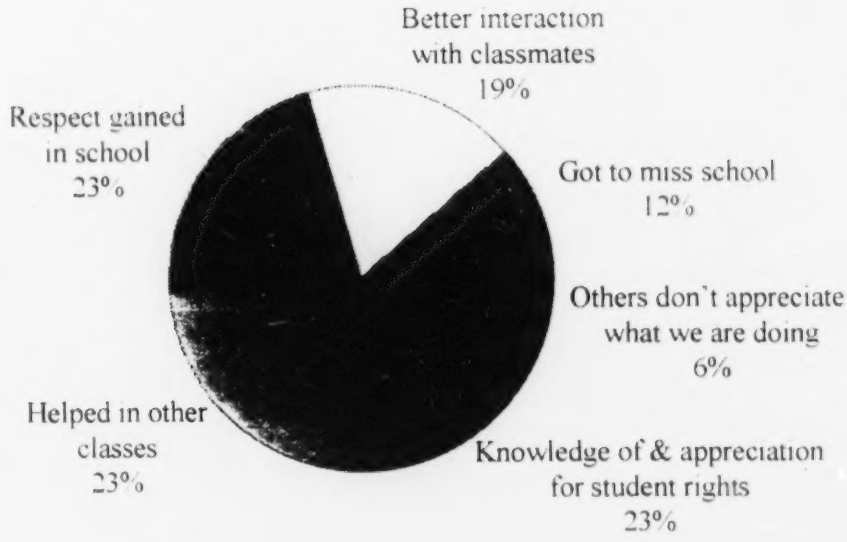
Better interaction with classmates 19%
Respect gained in school 23%
Got to miss school 12%
Others don't appreciate what we are doing 6%
Helped in other classes 23%
Knowledge of & appreciation for student rights 23%

Figure 29. Positive effects on students' school lives, N=52.

Teachers in the final competition

Ten teachers who attended the final competition completed the survey instrument. A summary of their responses is presented in Figures 30 through 37. Ninety percent felt that they had gained a deeper understanding of Hungarian democracy and 70% of them indicated that the program had stimulated their interest in democracy. Eighty percent of the teachers at the finals felt that they had gained a more active interest in political issues. One hundred percent of the respondents believed that their students gained a better understanding of Hungarian democracy as well as a greater interest. Ninety percent of the teachers felt that their students were more aware of political issues and 100% of those responding teachers indicated that their students had taken a more active interest in political issues. Finally, all teachers who attended the final competition of the "Citizen in a Democracy" program expressed their willingness to continue participation in the program.

Figure 30. Teachers reporting a deeper understanding of Hungarian democracy. Percentages rounded, N=10.

Figure 31. Teachers reporting the program stimulated their interest in Hungarian democracy. Percentages rounded, N=10.

Figure 32. Teachers reporting they have a more active interest in political issues. Percentages rounded, N=10.

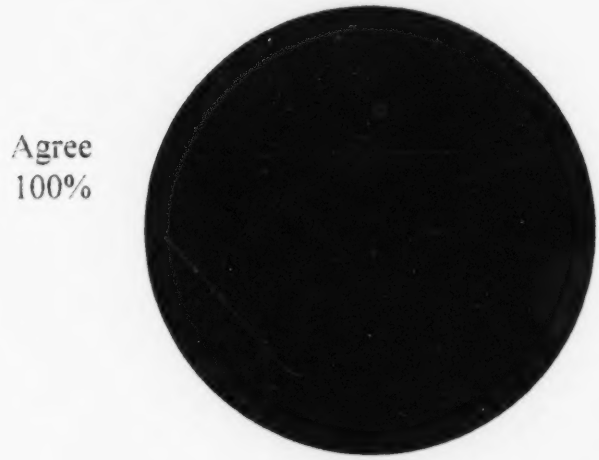

Figure 33. Teachers reporting their students better understand Hungarian democracy. Percentages rounded, N=10.

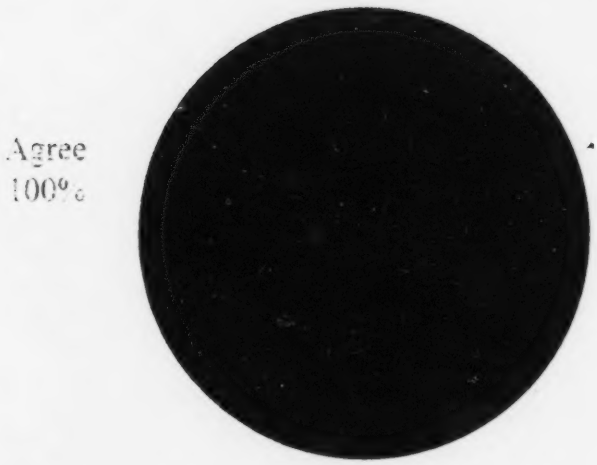

Figure 34. Teachers reporting their students have a greater interest in Hungarian democracy. Percentages rounded, N=10.

Figure 35. Teachers reporting their students are more aware of political issues. Percentages rounded, N=10.

Figure 36. Teachers reporting their students demonstrated a more active interest in political issues. Percentages rounded, N=10.

Figure 37. Teachers reporting they would like to participate in the program again. Percentages rounded, N=10.

Teachers attending the regional and final competition offered insightful comments. Selective examples follow:

"This program has made me interested in the political knowledge of my students. As a history teacher and librarian I feel there is very much to do about it and I can do much. This competition has strengthened my opinion about that."

"In school the program has broadened students' rights and resulted in a more active role of parents and student government in school life as a major positive process. But! Strengthening the responsibility and consciousness is the basis of all laws. This competition is special because it strengthens that responsibility."

"My kids got interested in the issues not the curriculum."

"The school has to reorganize questions about politics and democracy concerning the students. The students see a pattern in enforcement of rights and responsibilities."

"Getting to know students of other schools gives us a measure to evaluate our situation."

"In the course of preparation I got a more precise picture of Hungarian (sic) and its institutions."

"Our school supports our participation at this competition in all possible ways. It recognizes the extra work we have done and the results."

"My colleagues turn to me when they want know something about public questions."

"My school is a technical school where those kinds of competitions dominate. Through this competition, we history teachers, get a chance to activate and broaden knowledge of our students."

"Many of the students have prejudice against politicians and politics. These could be dissolved by the preparation. The understanding of the required literature requires a deep analysis. This has a good impact on the other things also. The preparation motivated students to do research on these issues. The preparation has raised the interest of all students."

The scoring protocol for the final competition

Fifty-two of the 56 students who participated in the final competition completed usable questionnaires. Results of the contingency analysis for the sub areas of the final protocol cross-referenced with the SOLO taxonomy are presented in Table 10. Fourteen percent of the final scoring categories had components that were related to the unistructural level while 71% corresponded to multistructural analysis. One hundred

Table 10. A component analysis of the "Citizen in a Democracy" competition using the SOLO taxonomy.

	Preliminary exercise	Test	Quiz I	Group debate	Election campaign	Election campaign written	Quiz II	Percent SOLO
Prestructural								
Unistructural (1)		•						14%
Multistructural (5)		•	•		•	•	•	71%
Relational (7)	•	•	•	•	•	•	•	100%
Extended abstract (4)	•			•	•	•		57%
Latent structure mediation (2)				•	•			29%

percent of the protocol exhibited the relational analysis and 57% required extended abstract thinking. Approximately 29% of the categories required students to derived and manipulate latent dimensions.

Table 11 contains the correlation matrix for the final scores on the protocol. The highest correlation of .64 was obtained between quiz number one (oral) and the written test. The debate section revealed noteworthy relationships and was moderately correlated with the written test (r=.57) and quiz number one (oral, r=.43). Quiz number one showed a moderately strong negative correlation (r=-.41) with the written election campaign. The debate was negatively related to the written election campaign (r=-.50). Quiz number two (oral) showed moderately positive correlation with the preliminary exercise (r=.38), the written test (r=.53), quiz number one (oral, r=.39) and the debate (r=.49).

Table 11. Correlations among the subsections of the final competition

	Prelim	Test	Quiz I	Debate	Election campaign	Election campaign written
Prelim						
Test	.12					
Quiz I	-.26	.64				
Debate	.23	.57	.43			
Election Campaign	-.09	.10	.07	.19		
Election Campaign, Written	-.14	-.18	-.41	-.50	.15	
Quiz II	.38	.53	.39	.49	-.21	.06

The squared correlation coefficients for each of the sub area scores with the final outcome (total score) are presented in Table 12. The written test was most strongly related to the final outcome accounting for 71% of the total score variance. Quiz number two (oral) was able to predict 69% of the total score variance and group debate accounted for 42% of the final result.

Table 12. Correlations of the final competition subsections with total team scores.

	R	R^2
Preliminary exercise	.39	.15
Written test	.84*	.71
Quiz I	.56	.31
Group debate	.65	.42
Election campaign	.17	.03
Election campaign, written	-.03	.00
Quiz II	.83*	.69

*$p<.01$

The results of the total score prediction analysis contained in Table 12 led the investigators to regress selected combinations of sub area scores on the total score. The results of that analysis are contained in Table 13. Combining the written test and quiz number two (oral) resulted in a 91% correspondence with the variance in the total scores. Quiz one (oral) and quiz number two (oral) produced an R^2 of .89. The preliminary exercise, election campaign (oral), election campaign (written), and the group debate were able to predict only 40% of the final outcome of the final competition. The election campaign (oral) and the election campaign (written) predicted 3% of the final outcome.

Table 13. Regressions of final competition subsections with the team total score.

	R^2
Written test, Quiz II	.91
Quiz I, Quiz II	.89
Prelim; Election campaign; Election campaign, written; Group debate	.40
Election campaign, election campaign, written	.03

The structural analysis of student responses

The results of the structural analysis of the relationship of the variables produced two factors (comprehension of democratic principles and political participation). This model also provides an excellent fit to the data (p=.85). The path coefficient (1.22) leading from comprehension to action suggests that as students participate in the "Citizen in a Democracy" competition they feel that their understanding, skills, and knowledge increase and as a **direct** result of that cognitive gain their disposition toward participating in the democratic political process increases. This model indicates the competition leads to positive change in student attitudes.

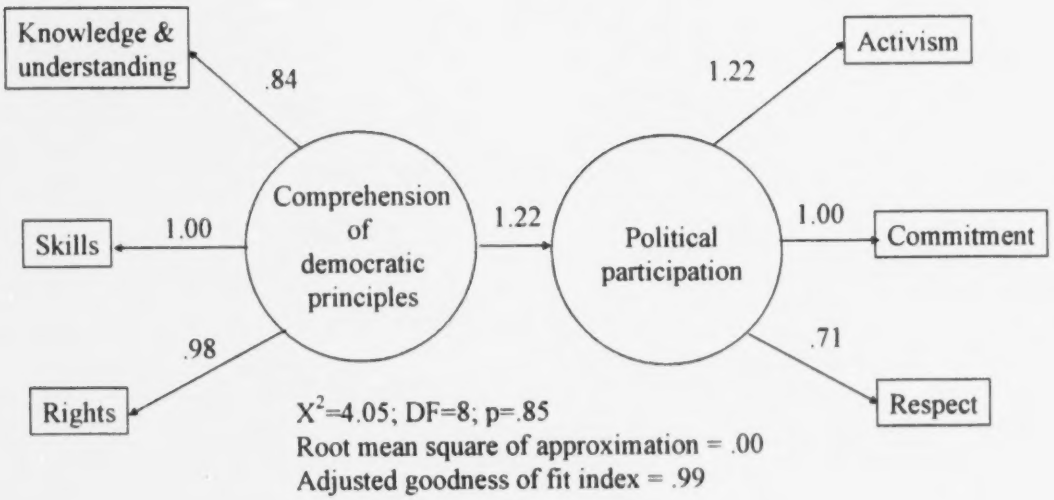

Figure 38. Structural model for the constructs "Comprehension of democratic principles" and "political activism."

The "Citizen in a Democracy" Competition Summary and Conclusions

The results from the pilot study of the "Citizen in a Democracy" competition enabled the Civitas and Florida Law Related Education staffs to extend the evaluation to the regional level. Accordingly, for 1999 survey instruments were administered to 304 students and 23 teachers participating in the regional competitions, and 52 students and 10 teachers at the final competition. The larger sample size and multiple data levels permits comparative analyses that were not possible in 1998.

Students at the Regional Level

At the regional level students are virtually unanimous in stating that participating in the competition increases their understanding of Hungarian democracy, improves their skills as effective citizens, and clarifies understanding of their rights and responsibilities. A large majority of these students indicate that they take a more active interest in politics and the majority express their commitment to democracy and respect for others' points of view. There

are no significant differences in the student responses by gender but the vocational/technical schools rate the program higher than do their peers who attend gymnasiums. One of the questions, "Have you gained more respect for others' points of view" shows a strong tendency to separate the schools. Vocational/technical students are considerably more in agreement with that position.

There are consistently high ratings across the regions but some questions produce noteworthy differences. Those questions that tend to show differences by region involve taking a more active interest in politics, gaining a better understanding of one's rights and responsibilities, and showing a greater respect for other points of view. When the total scores on the questionnaires are analyzed for difference by gender, and school type no differences are found. The regional comparison reveals that students from Szeged rate the competition significantly higher then their Budapest counterparts.

Factor analysis of the regional responses confirms two latent dimensions: comprehension of democratic principles, and political participation. The regional students feel that their greatest personal gains from the competition are increased knowledge, experience and interest in politics and human rights; improved awareness, respect and responsibility; and improved public speaking skills. At the family level several positive effects emerge. First, a large percentage of students indicate that their participation in the "Citizen in a Democracy" results in a heightened political awareness and conversation in their families. Second, many students who participate teach what they have learned to their brothers and sisters. Additionally, the families of these students take pride in their participation and as a result become more interested in politics themselves. The schools also feel the impact of the "Citizen in a Democracy." Students indicate that they are much more aware of their rights and that participating in the competition helps their academic

performance in other courses. Apparently, there are residual effects of the competition because students indicate that they teach their classmates and gain teacher recognition. This residual effect is important -- reaching many more students and teachers than just those who participate directly. Some feel that because of their Civitas experience they enjoy a better relationship with their classmates.

Teachers at the Regional Level

The teachers who attended the regional competition feel positive about the impact of "Citizen in a Democracy." They agree with several concepts related to the competition -- for example, feeling that they have a better understanding and a greater interest in Hungarian democracy. The teachers indicate that their students also have a better understanding of and greater interest in democratic principles. They feel that their students are more aware of political issues and those same students become more actively involved in political issues. The lowest agreement from the teachers relates to their becoming more actively interested in politics (64%). Almost all teachers who are involved in the "Citizen in a Democracy" competition wish to continue their involvement.

The teachers make several important suggestions for improving the competition. They feel that the number of written and oral exercises should increase and that more time and resources should be available to prepare. Teachers indicate that the competition should get more publicity and that more students should participate. Some feel that the competition should be shortened and that it should include additional levels of education. Other suggestions include: "the competition should have a web page," "more questions should be based on required literature," and "more high ranking guests should be invited to attend." Further, the teachers suggest that the competition should be international, the differences among the teams in terms of

knowledge should be leveled, more emphasis should be placed on situational exercises, students should have better access to required literature and teams should cooperate rather them compete.

Students at the Final Level

Students who participate in the final competition are positive regarding its impact indicating that they gain a better understanding of Hungarian democracy, improve their skills as effective citizens, and gain understanding of their rights and responsibilities. The final participants, however, show lower agreement levels regarding their active interest in political issues, increasing their commitment to democracy, and gaining a greater respect for other points of view. The regional students respond more positively regarding those three issues than those competing in the finals. The reader should remember, however, that all questions are framed in the context of how participating in the competition impacts their attitudes toward these issues. For instance, students who indicate that participation did little to increase their respect for other points of view, also state that they were already predisposed to that point of view. One must conclude that these students are displaying analytic behavior -- thinking independently and for themselves.

At the personal level, students acquire knowledge and interest in politics and human rights. Additionally, they feel that their personalities are strengthened, possibly through improved confidence and improved public speaking skills. According to these young people the "Citizen in a Democracy" competition impacts their families in many ways. They see their interest in politics and democracy spilling over into the home where discussions and debates are more frequent, opinions are respected, and a sense of pride develops. Apparently, many students who participate in "Citizen in a Democracy" adopt mentoring roles in the family. This must be

viewed as an important outcome. At school these students foster increasing awareness of student rights, assist their classmates, enjoying some degree of status.

Teachers at the Final Level

Teachers at the final competition are virtually unanimous in affirming that the event increases their own and their students' understanding of Hungarian democracy, that students are gaining interest and awareness regarding political issues and that they are demonstrating positive attitudes toward becoming active in political issues. In addition, the teachers are more interested in political issues and all of them hope to continue their involvement with the program.

Comments of the teachers at the finals indicate that they feel empowered to make a difference in the lives of their students and that the effects of the program are reaching many levels including schools and families. Further, they indicate that the "Citizen in a Democracy" is positively impacting the climates of their schools. Finally the teachers feel that the competition dispels prejudices students have against political figures.

The Scoring Protocol for the Final Competition

An analysis of the final protocol using the SOLO taxonomy as a metric, once again, shows that the competition centers itself on higher order thinking skills. Both students and teachers solve problems in the face of incomplete information, having to develop constructs that must be proposed and defended in an open forum. Students enthusiastically display their newfound knowledge determining that they can make a difference and feeling a growing awareness of their civic responsibility. Correlation coefficients among the team scores show that the final oral quiz is most highly related to the other sections. The written test and oral quizzes are most strongly correlated. The written test is the single best predictor of the final outcome and

the written test and the final oral quiz, in combination, predict the final outcome very well, as do both oral quizzes. The scores from the election campaigns are unrelated to final total scores.

An Explanatory Structure for the "Citizen in a Democracy"

The best fitting predictive model for the responses of the students in the competition shows that the factor "Comprehension of Democratic Principles" is an excellent predictor of "Political Participation." This model fits the data extremely well and demonstrates that, in the perceptions of students, there is a direct positive predictive relationship between their gaining knowledge and skills through the competition and their becoming disposed toward political activism.

The students and teachers who participate in "Citizen in a Democracy" believe that the competition is an effective forum for considering the principles of Hungarian democracy. There is clear evidence for positive effects on students, schools, and families in Hungary. Almost all who participate wish to see the program expanded allowing CIVITAS to impact Hungarian society even further.

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Appendix A

The Citizen in a Democracy Final Competition Program

PROGRAM

1st Day
Final of the "Citizen in the Democracy" competition

9:30 **Registration**

10:00 ***Welcoming speech - László Eich, Tibor Gál program directors (Civitas Egyesület)***
Introduction of the Jury, guidance

10:10 ***Opening - Erzsébet Csikesz chief head of department (Office of the President)***
Bea Camp - Director (USIS)
Balázs Hidvégi - Director (CIVITAS International, Strasbourg)

10:25 **Written test** + Preparation for the group debate
11:10 **Group debate** (Arguments to a given question)
12:00 *Evaluation of the group debate*
12:10 **Quiz I.** - institution, concept, person, etc.

12:25 Lunch

13:00 Preparation to election campaign
13:10 **Election campaign.** (Campaign of the major in front of the media)
Meanwhile: **Written section I.**
14:00 Preparation to the electioneering
14:10 **Electioneering campaign II.** (Campaign of the major in front of the media)
Meanwhile: **Written section II.**
15:00 *Evaluation of the electioneering*
15:10 **Quiz**- institution, concept, person, etc.
15:25 *Evaluation of the written section*

15:35 Introduction of the teams
15:50 Answering the questionnaires

16:10 ***Closing word - István Kukorelli President, OVB(National Electoral Committee), Civitas Egyesület***

16:20 ***Announcement of results - prizes***

19:00 **Gala dinner (Csillebérc)**

Appendix B

The Citizen in a Democracy Regional Competition Scoring Protocol

1998-99 REGIONAL COMPETITION PROTOCOL

Part I

1. Written test – 45 minutes to complete — 80 points

2. (Vita) Debate – based on case scenarios from contemporary Hungarian politics (pro/con assigned randomly) 10 min. to prepare — 60 points

3. Osszjateki – "Jeopardy" game: — 30 points

Clues	Points
1	10
2	7
3	4
4	1

Total Points: 170 – scores are posted before Part II begins

(Lunch)

Part II

4. Bizottsagi – Parliamentary investigation based on a fictitious case. One team of 4 students acts as investigators, and 1 person from another team acts as a member of parliament under question — 120 points

5. Esetelemzes – Ombudsman proposal. The 3 students not participating above watch a video of a real case, and (write) develop a proposal as ombudsman in charge (i.e., human rights) — 60 points

6. Osszjateki 2 – "Jeopardy" game — 30 points

Total points in Parts I and II – 380 points

Preliminary tasks for the finals:

1. 4-5 page written document addressing a public policy issue in Hungary — 50 points

2. Write 5 questions for the President of Hungary addressing issues — 10 points

These 2 documents must be completed by regional finalists before going to finals in Budapest.

Jury will score before competition.

Appendix C

The Citizen in a Democracy Student and Teacher Survey Instruments

POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
CITIZEN IN A DEMOCRACY EVALUATION

TANÁRI ÉRTÉKELÉS
TEACHERS

Az értékelési felmérést a „Polgár a demokráciában"-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.
This evaluation is being conducted to improve the Citizen in a Democracy program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you.

Nem: Nő Férfi
Gender: *Male* *Female*

Helység Székesfehérvár Győr Szombathely Pécs Szeged Debrecen Miskolc Budapest
Region:

Oktatási intézmény: Gimnázium Szakközépiskola Szakmunkásképző
School: *Gymnasium* *Voc/Tech* *Vocational*

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.
For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

1. A Polgár a demokráciában-program keretében alaposabb isme-reteket szereztem a magyar demok-rácia történetével és alapelveivel kapcsolatban	**Teljesen egyetértek** 4	**Egyetértek** 3	**Nem értek egyet** 2	**Egyáltalán nem értek egyet** 1
I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the Citizen in a Democracy program.	***Strongly Agree*** *4*	***Agree*** *3*	***Disagree*** *2*	***Strongly Disagree*** *1*

Megjegyzések (*Comments*):

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2. A Polgár a demokráciában-program (Civitas) felkeltette erdek-lődésemet a magyar demokrácia iránt.	**Teljesen egyetértek** 4	**Egyetértek** 3	**Nem értek egyet** 2	**Egyáltalán nem értek egyet** 1
The Citizen in a Democracy program stimulated my interest in Hungarian democracy.	*Strongly Agree* 4	*Agree* 3	*Disagree* 2	*Strongly Disagree* 1

Megjegyzések (*Comments*):

3. A Polgár a demokráciában-programban való részvétel eredmé-nyeképpen aktívabban erdeklödöm a politikai ügyek iránt.	**Teljesen egyetértek** 4	**Egyetértek** 3	**Nem értek egyet** 2	**Egyáltalán nem értek egyet** 1
As a result of participating in the Citizen in a Democracy program, I have taken a more active interest in political issues.	*Strongly Agree* 4	*Agree* 3	*Disagree* 2	*Strongly Disagree* 1

Megjegyzések (*Comments*):

4. A Polgár a demokráciában-programban való részvétel alapo-sabb ismereteket adott diákjaimnak a magyar demokrácia történetéről és alapelveiről.	**Teljesen egyetértek** 4	**Egyetértek** 3	**Nem értek egyet** 2	**Egyáltalán nem értek egyet** 1
Participating in the program gave students a deeper understanding of history and principles of the Hungarian democracy.	*Strongly Agree* 4	*Agree* 3	*Disagree* 2	*Strongly Disagree* 1

Megjegyzések (*Comments*):

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5. A program felkeltette diákjaim érdeklődését a magyar demokrácia iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The program stimulated student interest in the Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések (*Comments*):

6. A program tudatosabbá tette diákjaimat a magyar demokratikus berendezkedéssel kapcsolatban.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The program made students more aware of political issues that relate to the Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések (*Comments*):

7. A programban való részvétel következtében diákjaim aktívabban érdeklődnek a politika iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
As a result of participating in the program, my students demonstrated a more active interest in political issues.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések (*Comments*):

8. Szeretnék ismét részt venni a programban.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
I would like to participate in this program again.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések (*Comments*):

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9. Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
What are the positive effects in your life from participating in the Citizen in a Democracy program?

Személyes:
Personal:

Családi:
Family:

Iskolai:
School:

10. Hogyan tudnánk a jövő évben továbbfejleszteni a programot?
What should we do to improve the program next year?

11. Milyen további programok, segédanyagok vagy források lennének segítségére a Polgár a demokrácia-program során?
What additional programs, materials, or resources would help you in the Citizen in a Democracy program?

12. További megjegyzések:
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

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POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
CITIZEN IN A DEMOCRACY EVALUATION

DIÁKÉRTÉKELÉS
STUDENTS

Az értékelési felmérést a „Polgár a demokráciában"-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.
This evaluation is being conducted to improve the Citizen in a Democracy program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you:

Nem: Nő Férfi
Gender *Male* *Female*

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Region:

Oktatási intézmény: Gimnázium Szakközépiskola Szakmunkásképző
School: *Gymnasium* *Voc/Tech* *Vocational*

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.
For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

1. A Polgár a demokráciában-prog-ram keretében alaposabb ismerete-ket szereztem a magyar demokrácia történetével és alapelveivel kapcsolatban.	**Teljesen egyetértek** 4	**Egyetértek** 3	**Nem értek egyet** 2	**Egyáltalán nem értek egyet** 1
I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the Citizen in a Democracy program.	*Strongly Agree* 4	*Agree* 3	*Disagree* 2	*Strongly Disagree* 1

Megjegyzések: *(Comments):*

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2. A Polgár a demokráciában-program fejlesztette állampolgári keszségeimet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The Citizen in a Democracy program has improved my skills to participate as an effective citizen.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments)*:

3. A Polgár a demokráciában-programban való részvetel eredményeképpen aktivabban erdeklödöm a politikai ügyek iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
As a result of participating in the Citizen in a Democracy program, I have taken a more active interest in political issues.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments)*:

4. A Polgár a demokráciában-program által jobban megismertem állampolgári jogaimat és kötelességeimet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The Citizen in a Democracy program has given me a better understanding of my rights and responsibilities as a citizen in Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments)*:

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5. A Polgár a demokráciában-program fokozta a magyar demok-rácia iránti elkötelezettségemet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The Citizen in a Democracy program has increased my commitment to democracy in Hungary	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments):*

6. A Polgár a demokráciában-programban való részvételnek köszönhetően jobban tiszteletben tartom mások nézeteit.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
As a result of participating in the Citizen in a Democracy program, I have a greater respect for others' points of view on important issues	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments):*

- Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
  What are the positive effects in your life from participating in the Citizen in a Democracy program?

Személyes
Personal:

Családi
Family:

Iskolai
School:

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8 Hogyan tudnank a jövő évben továbbfejleszteni a programot?
What should we do to improve the program next year?

9 További megjegyzések:
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

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Appendix D

The Citizen in a Democracy Final Scores

** ORSZÁGOS DÖNTŐ **

A VERSENY ÁLLÁSA

ÖSSZESÍTÉS AZ EGYES FELADATOK UTÁN

Csapatnév	ELŐZETES FELADAT	TESZT	ÖSSZ-KÉP	FRAKCIÓ-VITA	KORTES-KEDÉS	TÖRVÉNY. KÉRELEM	ÖSSZJÁTÉK 2.	összpontk szám	helyezés
CÖLÖPÖK	54	54	18	52,2	108,4	50	10	346,6	V.
DEMOPRAKTIK	59	46	14	57,6	110,8	50	11	348,4	IV.
DUMA	50	44,5	12	51	112,6	59	4	333,1	VII.
EURÓPAI UNIÓ	52	35	1	52,6	110,2	59	7	316,8	X.
... ET RATIO	37	53,5	18	54	108,6	52	4	327,1	IX.
FAZÉK	51	56,5	18	57	113,2	59	27	381,4	I.
III. KÖZTÁRSASÁG	57	44,5	8	49,8	105,6	59	14	337,9	VI.
JOGTÖRŐK	52	37,5	11	52,2	107,2	52	14	325,9	X.
KOALÍCIÓ	43	37,5	9	51,2	105	60	4	313,7	XII
LIBERTAS	56	47	4	54,2	115,2	53	Ø	329,4	VIII.
ORSZÁGGYŰLÉSI IFJAK	49	51,5	14	51,6	115,4	60	8	349,5	III.
PÁLMA	57	58	14	58	105,8	50	18	360,8	II.
SASOK	46	34	14	52,4	111,8	49	Ø	307,2	XI.
UNITAS	52	38	5	48,2	106,2	59	4	312,4	XIII.

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Appendix E

The Citizen in a Democracy Regional Teachers' Comments

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements
It has raised my interest in politics. This is why I started the Politology major		Right now I am the only one who has such knowledge and education in my school. I hope I have a chance to teach civic skills at the "National Care Curriculum"	
		Our school supports our participation at this competition in all possible ways. It recognizes the extra work we have done and the results.	
I have deepened my knowledge of the Hungarian democracy.		My colleagues turn to me when they want to know something about public questions.	The required literature should be high school level. It should be officially recognized as a National High School Academic Competition. The winners should be accepted to the University.
In the course of the preparation, I got a more precise picture of Hungarian democracy and its institutions.		I have gained knowledge during the preparation which I myself can use as a teacher.	
		My school is a technical school where those kinds of competitions dominate. Through this competition we history teachers get a chance to activate and broaden knowledge of their students.	
I had a chance to get in touch with bright students who are almost adults and have already done a lot for their schools.	Negative. My spare time was decreased which my family members were not happy about.	Our school life is more colorful. The members of the Student Seffgovernment can use their knowledge gained through the preparation.	I found that the "big masses" were not interested in our school. If there were summer camps or any other "mass activities" there would be more kids interested in it.
		More and more students take part in this program and it should be further increased.	It should be officially accepted as a National High School Academic Competition.

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements
Because of my profession, I deal with politics in an active way. The change is rather in the fact that I can get my students activated in it.		The general way of judging a school entries the fact how many and what level competitions they take part in. So they support his competitions also.	It is important to have materials proper for this age group sent to the schools.
		Many of the students have prejudice against the politicians and politics. These could be dissolved by the preparation. The understanding of the required literature requires deep analysis. This has a good impact on other things also. The preparation motivated students to do research on these issues. The preparation has raised the interest of all students.	
It has made me socially more sensitive and it has even changed my approach. It helps me not only look at things from one side, but to be able to accept the opinions of others.	It helps me to handle the conflicts in the family.	There should be more attention paid to student rights.	There should be more stress put on enforcing the students' rights, because in many schools it is not enforced properly.
I spend more time on professional further education.		The librarian provides me with all the publications connected to this competition. She collects these in a more conscious way.	
My knowledge became more colorful and precise.		I could get to know my students in a much more personal way.	Publications, lectures, videos, programs, and competition for families.
I myself have opened up and become more tolerant during this program.	My own children have become interested in what I am doing. For example, before the elections we had discussions at home.		The connection between the association and the schools should be developed further. It would be good to have a contract between schools and association. It would help a lot to have materials that would help on data on Government, statistics on democratic institutions, and a collection of games about democracy, etc.

Appendix F

The Citizen in a Democracy Final Students' Comments

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
My political horizon has widened and I can evaluate political and public events		It makes me angry- although I try to help it – when others are not interested in public issues.	I am absolutely satisfied with the competition, they could raise better and more general problems.	I recommend more precise exercises for the debates, although the improvised problem solving can also mean the beauty of the competition.
Experience, new knowledge and practice.	I can take part in family political debates.	The competition has hardened my preparation for the school, but the time off has compensated it.	The exercises which measure knowledge and skills are more interesting.	At the debates, the gap between the themes and the situation the others created had negative impact on the others.
			The national finals should be held in March because that way the seniors would have more time to get prepared for the final and entrance exam.	
			The national finals should be held in March because that way the seniors would have more time to get prepared for the final and entrance exam.	
				The finals should be held before the final exams in school.
		Since the program was organized at the end of April, it took too much time away from the preparation for the final exams.		In my opinion, it would be enough to announce the results of the first five teams only and to give out the presents. The results of the others should just be listed.
A lot of tension between me and my history teacher. Many conflicts.		My grade at the history final exam will be lower than expected.	Recognize it as a National High School Academic Competition level.	
I have learned the working of the Hungarian Democracy.				

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
	The things needed for the competition were often on the "agenda."	They look at us with honor and in a much better way.	More diverse exercises. A quicker competition and more precise questions.	
I became brave. I am proud of myself.		They respect me.	The questions should be based on the required literature.	
I deal much more with politics. I got to know my civic and student rights.				
I have learned Hungarian democracy.		I can defend my rights as a student. I didn't know about it before.	The lunch should be more.	
I learned my rights.	I respect my family's opinion	I got some days off.	Have more quizzes.	I really liked the feeling of communicating with intelligent students from all over the country.
We are going to have a big party if we win.	I have more respect for my sister's point of view.	I got three days off, and had lots of fun during the first day.	You should add a new part to the program, where the students would have to answer questions immediately using more improvising powers.	
I have learned a lot more information about policy.		I was able to use what I learned.	Extend it to primary schools.	
	They value my interest in public life.	My classmates respect me.	I would make the quiz more precise and easy. The capital has advantage in it.	
I am proud.	They celebrated me because of my participation.	The respect me because of the outstanding result I achieved at the competition.	I did not like the quiz. Some questions favored the students from the capital.	
My sense of beauty has not really developed.	My parents did not like the idea that I was not preparing for final exams.	My grade in history class decreased two levels.	It is hard to solve without us.	The organizers did not want to give an extra portion of food.
I can get along life in a more confident way.		I took part in a good group work.		

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
			Extra points at the University entrance exam.	It is too "first gets everything" centered.
This way I could learn my duties and obligations as a citizen.	They respect me and recognize my talent and think law is a good career for me.	I am better known in school.	In the quiz more precise and typical data should be listed. The students from the countryside should not get disadvantage.	It is very disturbing that the programs are always late. On the other hand, I like the service.
I have gained new knowledge and learned civic rights. I can represent my own opinion.	My parents are proud of me, they treat me like a real adult.	Many people got to know me in school. My reputation has grown.	We have found this competition by chance so it should get more propaganda. Some exercises should be more obvious and such problems should be raised to be equally known by all.	I am satisfied with the way it is organized, the environment is fantastic and the program is fascinating. Besides, the competition it is a pity that civic skills are not taught in schools.
I have gained valuable knowledge which I will be able to use in the future.	My family has helped me a log.	I can cooperate in a better way with my classmates.	More time could be needed for the new conference.	I think the competition is extremely useful.
			The debates should not be based on fiction. They should be about actual events.	
I got interested in politics.	My family got interested in politics.		The questions should be articulated in a clear way.	
I now understand the democratic working of the country which will help me as an adult.	My family also got involved during the training period.			
I focus more on certain things in politics. I can understand politics better. I know more than before but I don't know if I will be able to use it or not.	I have a younger brother so I can pass the knowledge down.	Since I know the laws, I can practice them and concentrate on such things more.	It could be easier, but it was good like this! I like it!	The competition was really good but a bit hard for me

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
I have learned how much responsibility the leaders of the country have. I respect them.	I can take part in the political debates at home.	My studies in history are helped by this competition.		
		Finally, I am strong in something. I can ask for the opinion of the teachers.		
I think in the course of preparation for the competition I have gained valuable knowledge. I have made real interviews together with my peers as the pre-exercise The competition was interesting and high leveled.		My classmates were first surprised about my sudden interest in politics, but before the competition they openly cheered for me. It is important that I also know about the rights of the students as it can be very useful.		
			With banning the help of the teachers under the time of the competition. We are still waiting for less subjective pointing system.	
I enjoyed it and I will be here next year.		My teachers respect my experience on this field.	Less subjective evaluations.	
		I did not have an oral test in Literature.	I think the objective evaluation as a major idea to be considered because I have not found the logic of the evaluation.	
I feel I know more than before.	I can take part in family debates.	Missed school, oral skills developed.	More realistic evaluation.	
I got to know the Hungarian constitution better and political system. Therefore, I can understand better what is going on in our country.	In the family it did not have a serious impact, except for the fact that I drove my parents crazy.	I can recognize when my rights are not kept.		In some cases the questions asked were not only based on the preparation material. (It is mainly about he Quiz).

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
I got to know my rights and I got a sense of the complexity of politics.		I can step up against some things in the school in a more effective way.	The evaluation of the fraction debate should be made more objective. I have missed the knowledge gained from the newspaper in the test. I think that the facts about the EU don't belong to this competition or not in this depth.	The jury was sometimes very subjective. This competition is not a "cabaret" although some members of the jury thought it was good to be witty. The organization has become orderly, we are on the right track.
I got closer to political life and my interest grew.	I am able to tell my parents new things about politics.		In the fraction debate and in case of other time needed exercises more time should be given. In the quiz more precise information should be given.	Thank you for making it possible for me to take part in this competition. I will support the further development of it. I was glad to come.
I got to know my rights better and the preparation exercise helped me to get to know my city.	Although I have learned a lot my family cannot yet take advantage of it except for basic things shown by me.	Learning student rights makes it possible to enforce my rights in school.	The program should be made also on a middle school level. The program should be organized for a wider circle.	Some questions on the test and quiz are not included in the preparational material. (Mainly in the quiz).
I got to see the situation of the country and my own chances in life better.		In school all teachers and classmates have had enough of us. They think that instead of preparation we just have days off and hang around. Very few can see how valuable it is and what we are doing.	It is good enough! I like it!	
I got to have an active interest in daily politics.				
I have gained basic knowledge in Hungarian Parliamentation, the working of it and I can understand TV programs on politics. I regularly watch the news.	My family has also followed domestic politics, they tell me about the news when I can't see them.		I would ensure access to the corrected answers. I would not give previous exercise because anyone can take part in preparing that.	

Positive Effects – Personal	Positive Effects – Family	Positive Effects – School	Suggested Improvements	Additional Comments
My knowledge grew on political and legal issues.	My parents show more interest in daily politics.	It has contributed to my preparation for the entrance examination.		
I have practiced public appearance.		I know better the student rights.	For the ones on the countryside it would be better if we could come to the competition a day earlier.	At the quiz I did not like this question: It is on the square where the Ministry of Inner Affairs is? This gives advantage to the students from Budapest.
Develops the personality.		More knowledge.		
I am well informed in daily politics. I can better understand it.		I know my rights as a student better.	There should be shelter provided for the ones who come from the countryside.	
It was a good survey to get to know how well informed I am in politics.		In History, Philosophy, and Social Studies class I will know the things better and understand the connection between them in detail.		

Appendix G

Photographs From the Final Competition

Figure 39: Howard C. Coker, President, The Florida Bar, Jack Putnam Brandon, Florida Bar Board of Governors, and Dr. Charles Dziuban listen to explanations about the evolution of the exchange program and the Civitas program.

Figure 40: János Sétenyi and Tibor Gál review the competition's schedule of events.

Figure 41: Members of the jury discuss their roles.

Figure 42: Balázs Hidvégi, Director of CIVITAS International, explains the purposes of the organization to Beatrice Camp, Director of USIS, and to members of the Florida-Texas delegation.

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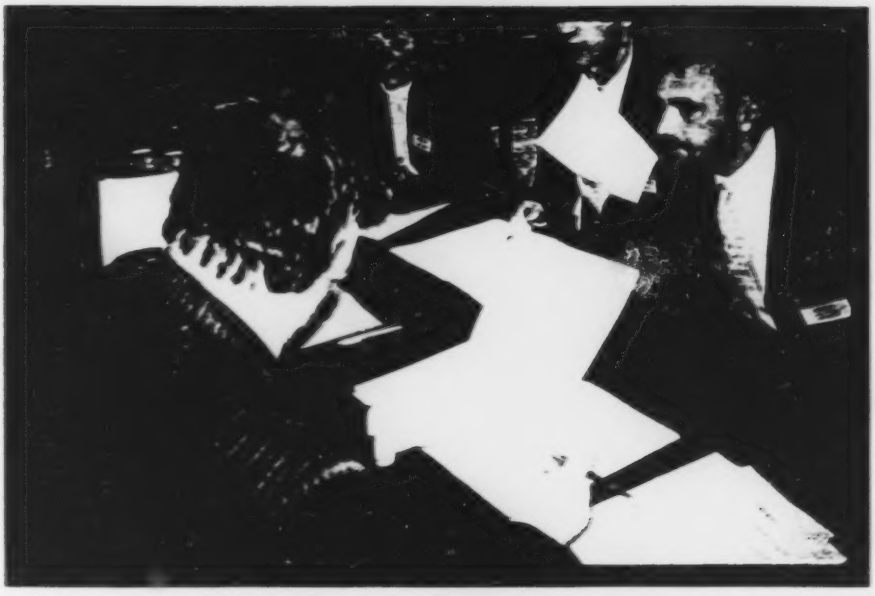

Figure 43: Tibor Gál, Program Director, listens to questions from members of the jury.

Figure 44: Beatrice Camp, director of USIS, listens to Jack Brandon's observations about the competition.

Figure 45: Tibor Gál provides final instructions to the jury.

Figure 46: A view from the balcony of the start of the competition, held in the ceremonial hall of the City Council of Budapest on April 27, 1999.

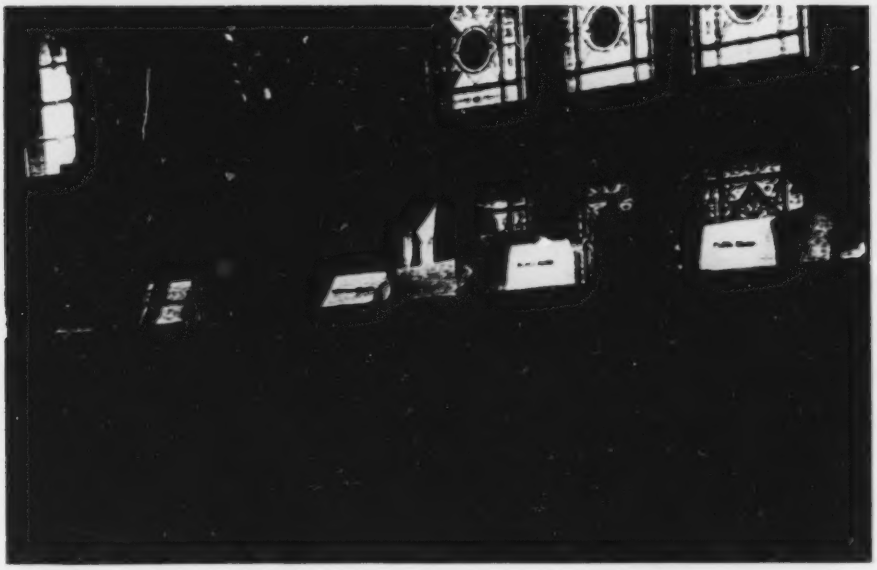

Figure 47: Jury members, János Setényi, István Kukorelli, László Kéri, László Salamon, and Ilona Pálffy prepare the participants for the competition.

Figure 48: Balázs Hidvégi, Director of CIVITAS International, looks on as the competition gets underway.

Figure 49: László Eich, Program Director, instructs the students on the steps of the competition.

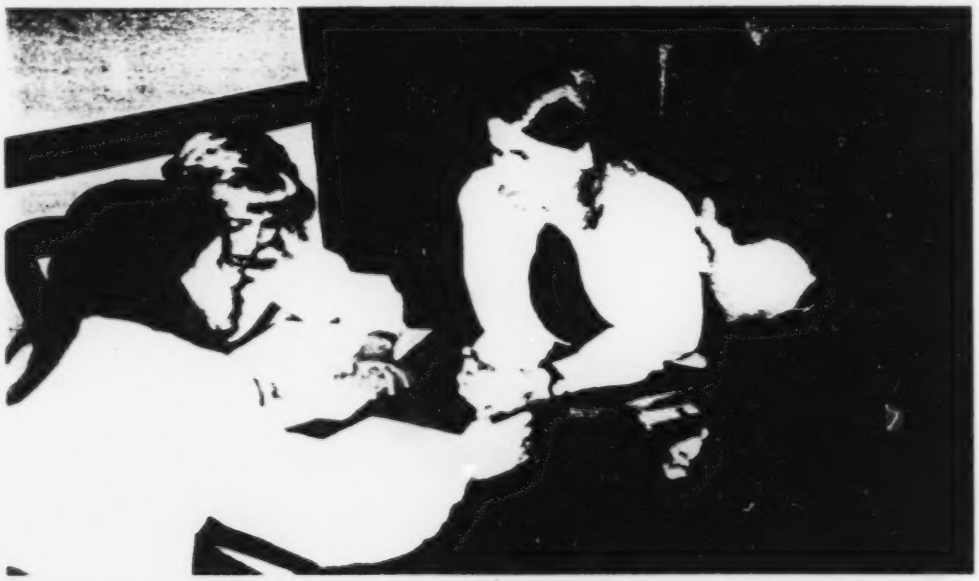

Figure 50: Team members discuss their preparation for the group debate.

Figure 51: Teammates confer on their prepared responses.

Figure 52: Team members listen to debate arguments.

Figure 53: Andrea Komjáti, a member of Jogtörök from the JPTE Babits Mihály Gyakorló Gimnázium in Pécs, presents her argument while teammates András Szilágyi, Ágnes Sümegi, and Katalin Perjés prepare to add their viewpoints.

Figure 54: Members of Duma, share their viewpoints. Debate topics included the organization of the school system, educational qualifications for members of Parliament, and the make-up of Parliament and whether or not it represents the society.

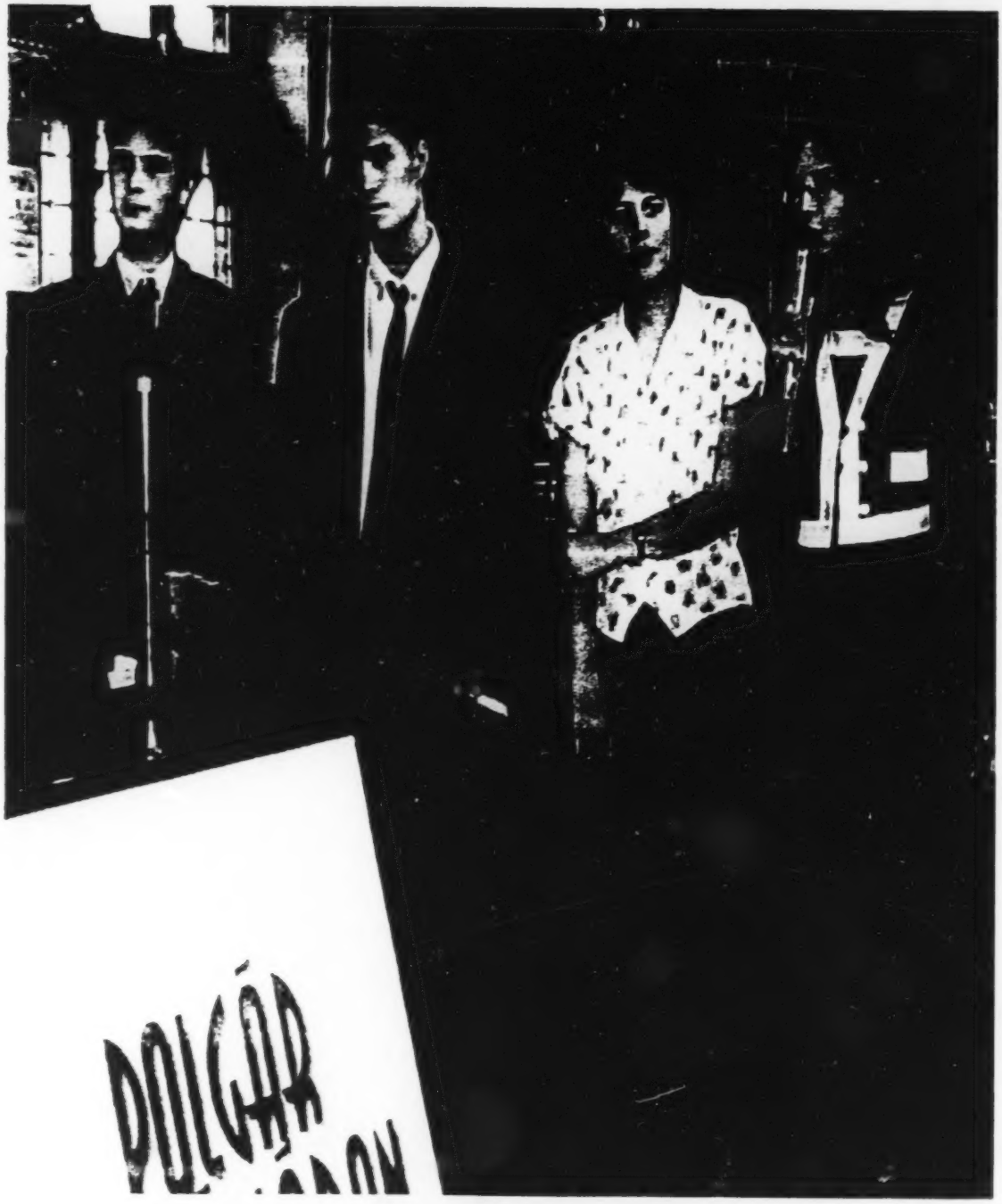

Figure 55: Participants pose as members of the media and interview a candidate during a mock election campaign.

Figure 56: A mock candidate shares her ideas about the problems in the political system.

Figure 57: A student concentrates on the question from the media.

Figure 58: Media members question the past record of a candidate.

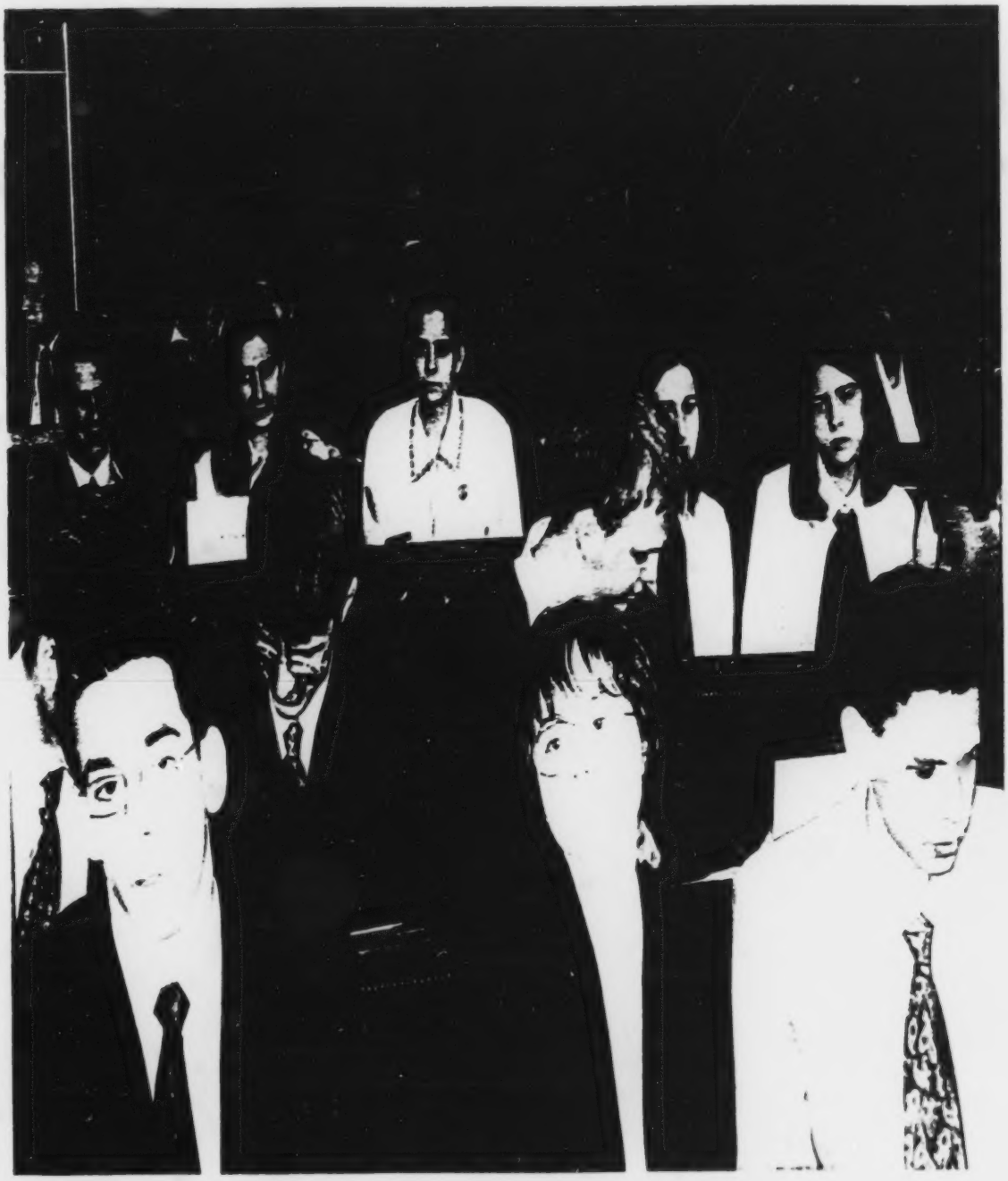

Figure 59: Participants take a short break while team points are compiled.

Figure 60: Students examine their certificates of participation at the end of the competition.

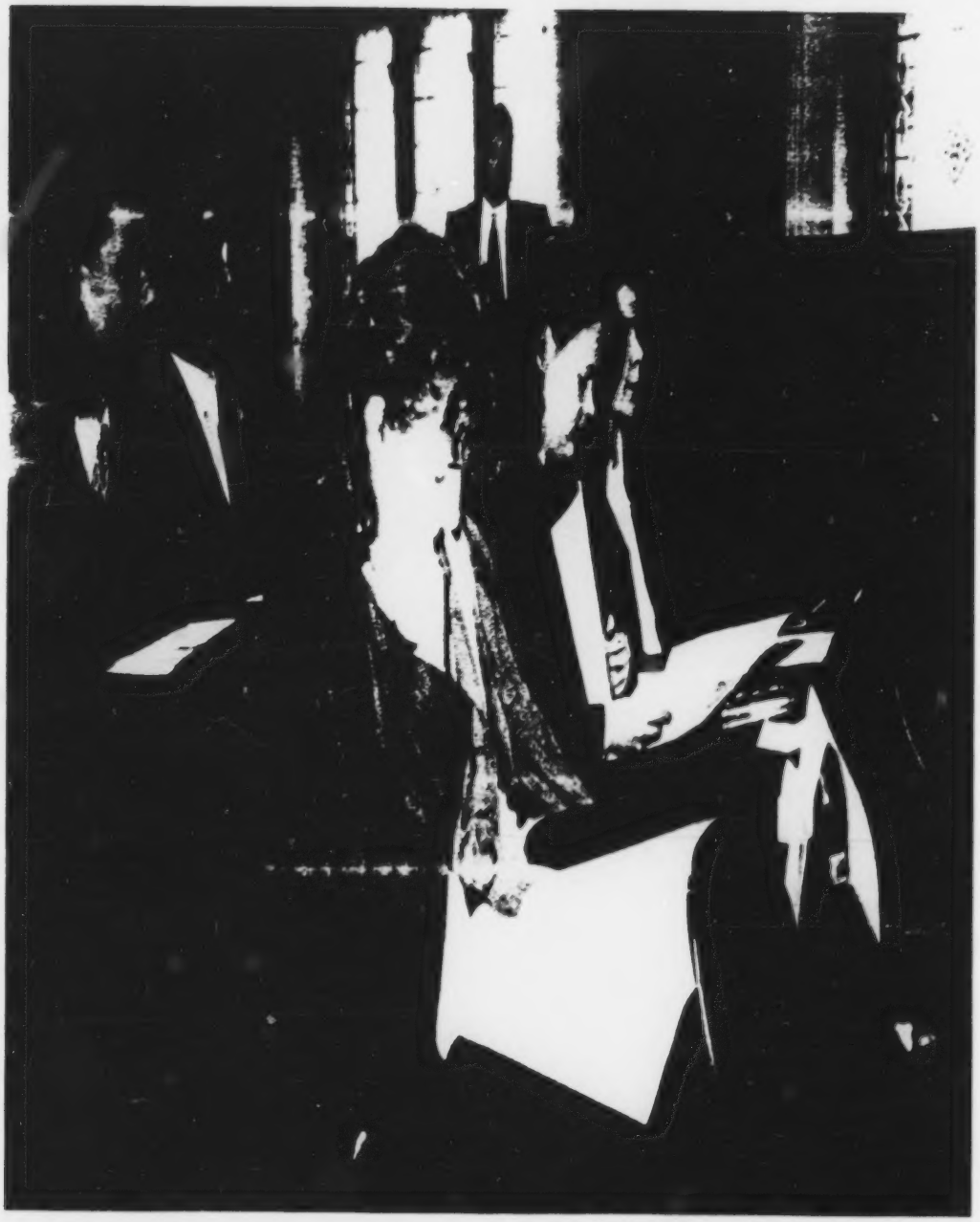

Figure 61: Students complete the survey instrument.

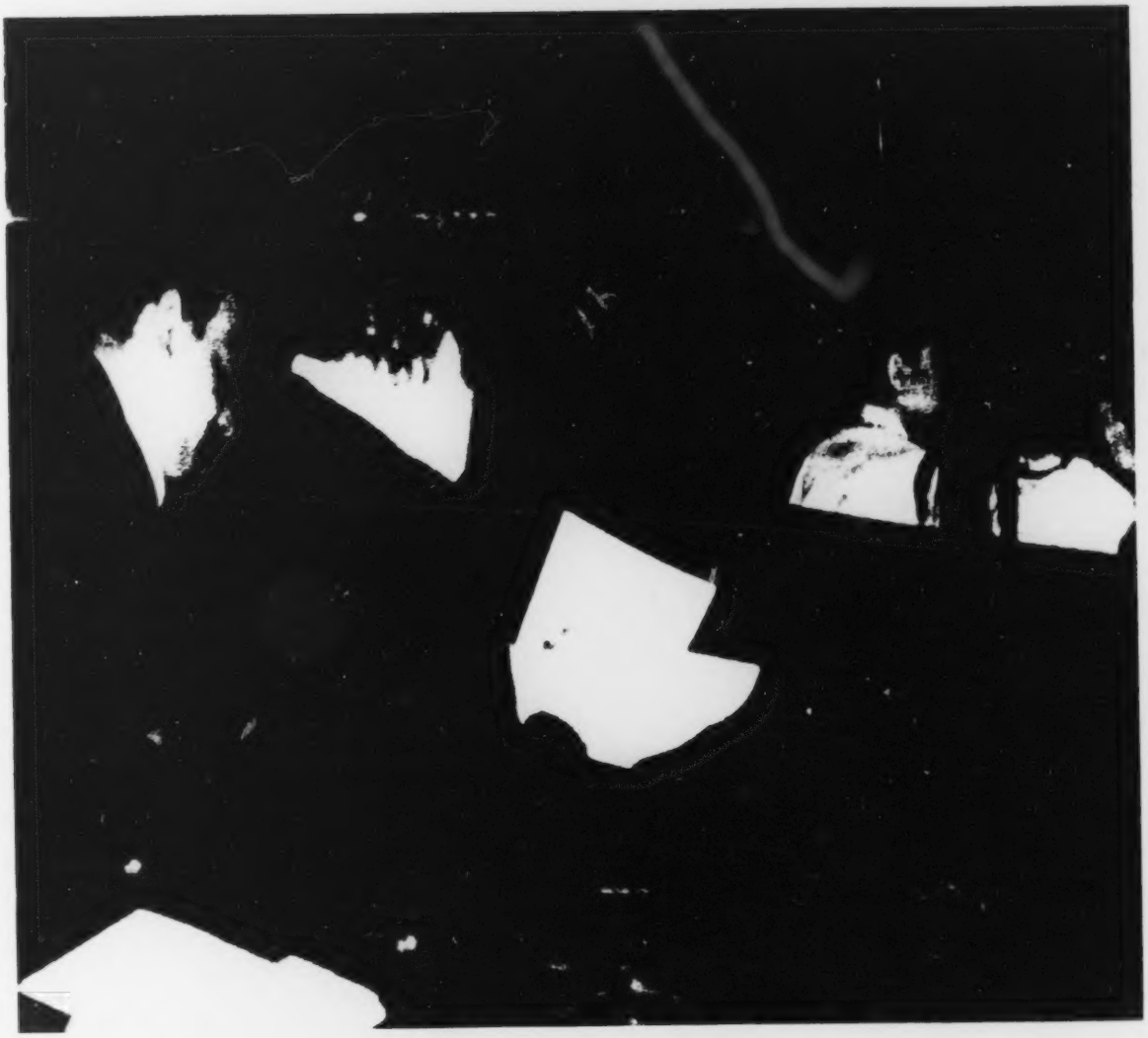

Figure 62: Teachers fill out the survey instrument.

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Figure 63: Pálma team members, Gábor Székely, Péter Puskás, Melinda Csomák, and Lázló Sutus anxiously await the results. This team is from the Kecskeméti Református Kollégium Gimnáziuma, one of four schools in the competition that are church sponsored.

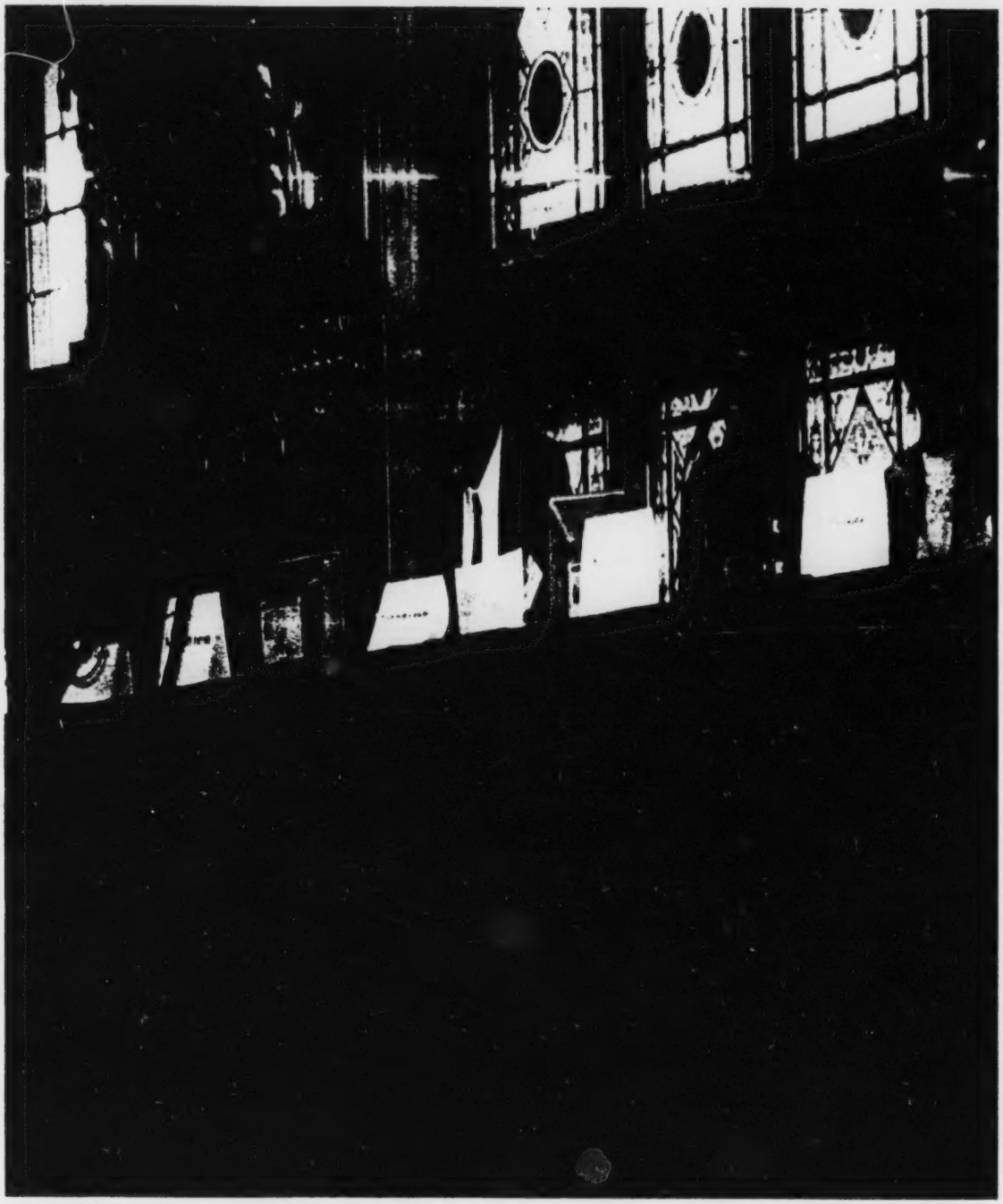

Figure 64: The jury congratulates the participants on their knowledge and skills evidenced in the competition.

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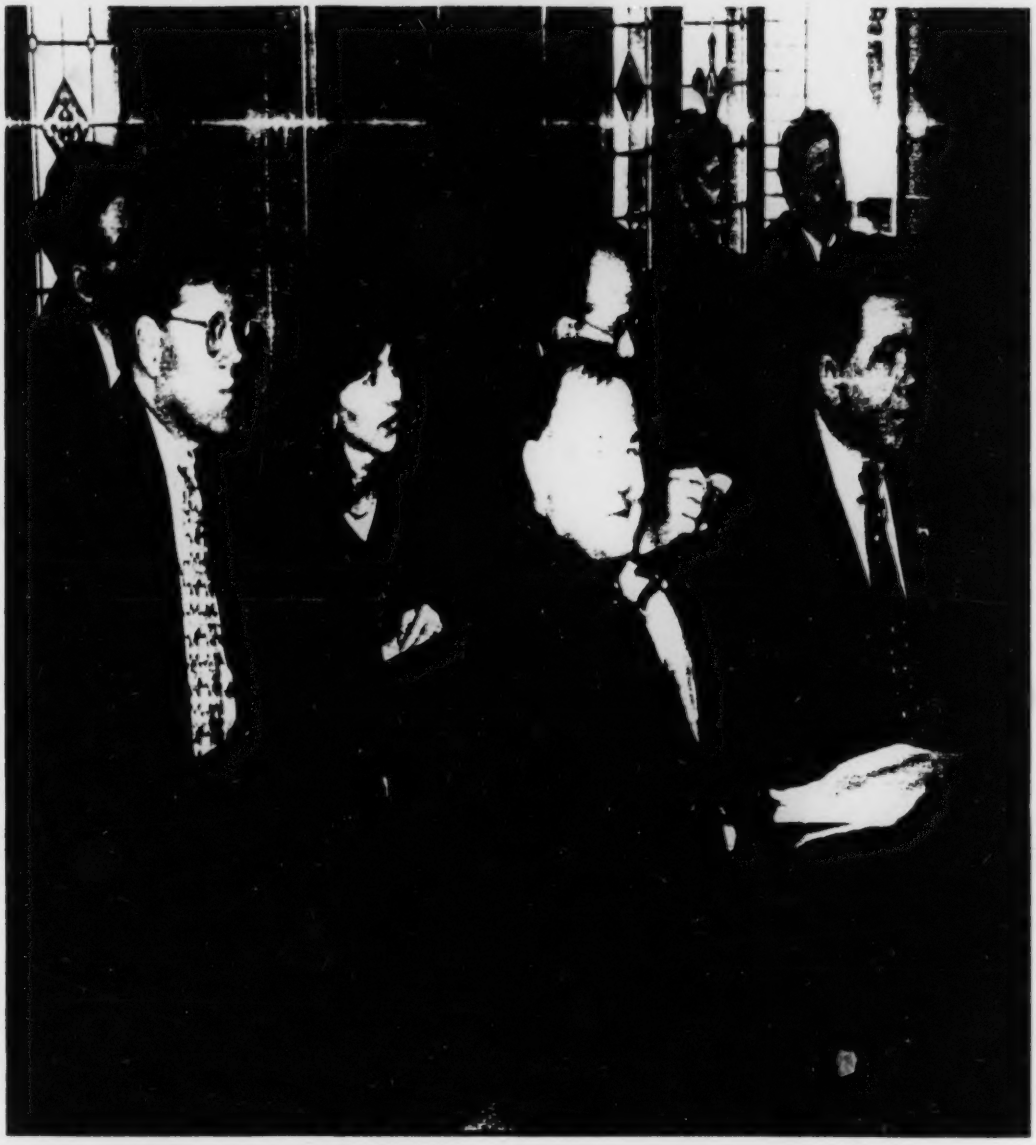

Figure 65: Members of the Florida-Texas delegation, teachers, and a translator await the results.

Figure 66: Péter Tóth, a member of the winning team, Fazék, awaits the announcement of the winner by the Project Directors.

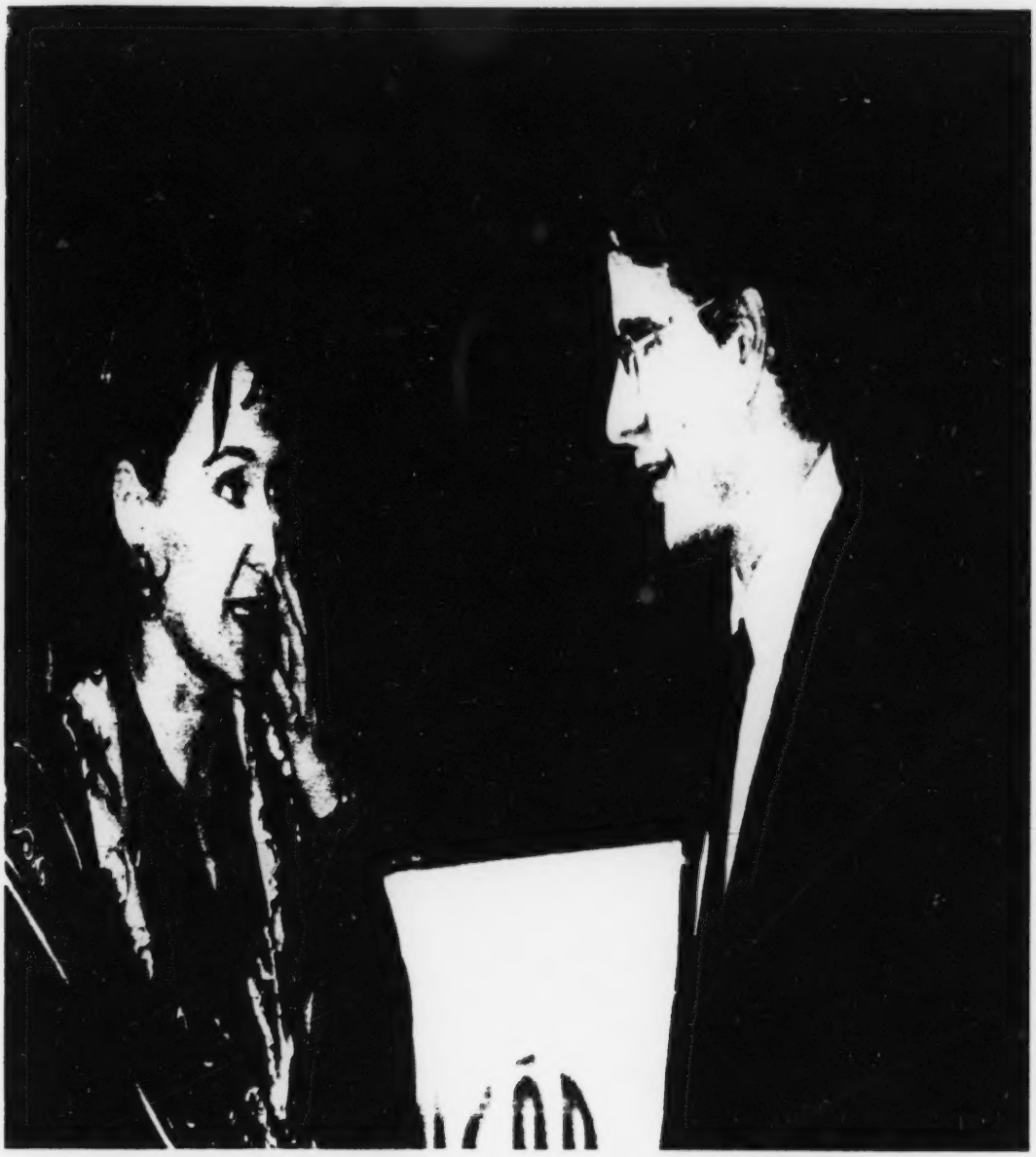

Figure 67: Andrea Dukai, a reporter for Duna Televízió, interviews Péter Tóth about the competition and his feelings as a member of the winning team.

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Figure 68: The pressure of the competition is finally over.